

PREP SCHOOL

Reflecting the best in the prep
and junior school world



ANNIVERSARY





Perry
UNIFORM

Uniform that speaks for itself.

Perry Uniform is a full service school uniform and sports kit supplier with an extensive range of services that make us a natural choice for any school. We work alongside our schools to deliver exceptional performance to parents, tailoring our services to meet the needs of both school and parent alike.

Offering the convenience of on-line, showroom and shop as a truly integrated and multi-channel shopping service is just one of the many benefits of working in partnership with Perry Uniform.

Call us on 0113 238 9520 or email info@perryuniform.co.uk today and find out how we can work with you and your school.

www.perryuniform.co.uk

5	From the editor
7	30 years of Prep School magazine (editorial continued)
10	From the Editor...
11	Independence means Opportunity
12	Partnerships and politics
14	Feedback: a Sisyphean task?
18	The results are in...
20	Securing our future
21	Battle of the brains
22	Food for Thought
24	Growth matters
26	Music is instrumental to a child's development
28	Handling disappointment
30	Reflections on the Independent Schools' Examinations Board
32	Preparing young people for the world
34	Happy Birthday, Rugby!
36	Strike a chord
38	The five essentials for effective pastoral care
40	WoT! is your story?
43	Cardinal Wolsey
45	The valley of Ampleforth
46	Dressed to impress
49	A tale with Much Promise
50	Planning for the future
52	SATIPSKI results
53	Get them buzzing about maths
55	SATIPS Broadsheets: Music
62	Viewpoint



Editor

Paul Jackson

Managing Editor

Meena Ameen

Designer

Scott James

Advertising

Gerry Cookson, gcookson@johncatt.com

Steering Committee

Bill Ibbetson-Price; Sarah Kirby-Smith;
Richard Tovey MBE

ISSN: 0963 8601

Printed by Micropress, Reydon, Suffolk IP18 6DH

Publishers' Notice

Prep School is published three times a year, in January, May and September, by John Catt Educational Ltd. £25 for a two-year subscription, post paid; discounts for bulk orders are available.

Opinions expressed in *Prep School* are not necessarily endorsed by *satips*; likewise advertisements and advertising features are printed in good faith. Their inclusion does not imply endorsement by *satips*.

Subscription Details:

The Business Managers are John Catt Educational Ltd, 12 Deben Mill Business Centre, Old Maltings Approach, Melton, Woodbridge, Suffolk IP12 1BL.
Tel: (01394) 389850 Fax: (01394) 386893, to whom enquiries regarding advertising, subscription order forms and correspondence about subscriptions should be sent.

Contributions to *Prep School* should be sent to the Editor, editor@prepschoolmag.co.uk.

www.prepschoolmag.co.uk
@prepschoolmag

Go Ape!

TREE TOP JUNIOR

ADVENTUROUS SCHOOL TRIPS



£12
PER PUPIL*
& SUPERVISORS
GO FREE!

at 18 locations UK wide



NATIONAL CURRICULUM



CLASSROOM RESOURCES



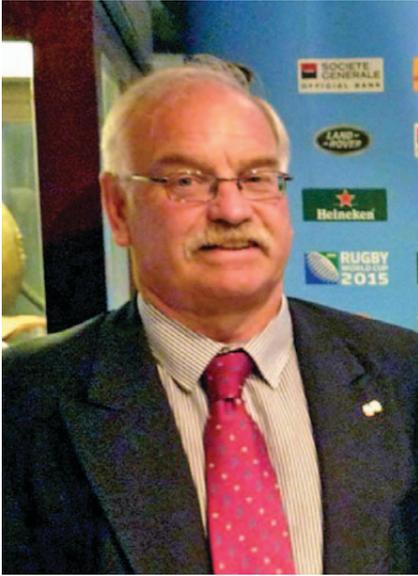
ENCOURAGING CONFIDENCE

Book at goape.co.uk

or call 0845 838 1029†

*£12 per pupil and supervisors go free. Available at 18 locations UK wide. †Calls cost 7p per minute plus your phone company's access charge. Participation and supervision ratios apply – please visit our website goape.co.uk

From the editor



It is always rather difficult to tell other folk in other professions just what has happened over the last few weeks. The end of the Summer Term brings that unique blend of joy and exhaustion, as well as plenty of emotion as we battle through reports, enjoy yet another social or sporting gathering with colleagues, parents, ex pupils, re-live the plays, concerts and exhibitions, passively reflect on Speech Day, and keep ourselves in check during the last chapel and assembly with those wonderful words 'God be with you till we meet again' encased in our minds. There cannot be anything like the end of the Summer Term in a school, can there?

I have experienced many of them and they are beginning to be quite precious events to me now that I have less of them to participate in than I did in the past. Of course, the days after the end of term are equally unique. The school falls silent, eerily so, as if it was never meant to be empty. You can walk over the games field and it is rather surreal to see or hear nothing, when only hours before they were full of activity, noise, clapping, and laughter. It is reassuring to be able to pick up a forgotten piece of kit – and it never fails to bring a smile to my face when I have correctly guessed the owner.

(Continues on page 7)

SUBSCRIPTION ORDER FORM

Prep School is published three times a year – January, May and September. Single copies cost £4.17.

Two-year subscriptions covering six issues cost £25.00. Special terms are given for bulk orders, as below.

Please fill in the number of subscriptions required and the total amount payable.

		<i>No. of Subscriptions required</i>	<i>Total amount</i>
1-4	two-year subscriptions @	£25.00 each	£
5-9	two-year subscriptions @	£22.20 each	£
10-19	two-year subscriptions @	£20.28 each	£
20 or more	two-year subscriptions @	£18.48 each	£

Cheques should be made payable to **John Catt Educational Limited** and sent to the address below.

Cheque for £ enclosed Signed Date

Name School name

(Block Capitals please)

Address

..... Postcode

Alternatively, we can invoice the school for your order. If this is more convenient, please indicate with your signature here

**PLEASE RETURN THIS FORM WHEN COMPLETED, WITH YOUR CHEQUE, TO:
John Catt Educational, 12 Deben Mill Business Centre, Melton, Woodbridge, Suffolk, IP12 1BL**

Excellence in literacy for every child

Discover the range of *Read Write Inc.* programmes

Read Write Inc. developed by Ruth Miskin, provides a whole-school approach to teaching literacy from Years R-8/ P1-S2.

The four programmes provide a cohesive and creative approach to teaching literacy, with effective assessment to accelerate children's progress in reading and writing. With a clear focus on partner work and building children's confidence, *Read Write Inc.* has brought success to a range of schools in the UK.

Comprehensive training from **Ruth Miskin Training** is available for all *Read Write Inc.* programmes to support teachers and ensure consistent practice across the whole school.



Read Write Inc. Structure Chart

Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	
Read Write Inc. Phonics Reading and writing right from the start								
			Read Write Inc. Literacy and Language Create lifelong readers and writers with exceptional discussion skills					
			Read Write Inc. Spelling Embed impressive spelling skills in just 15 minutes a day					
						Read Write Inc. Fresh Start Rescue your struggling readers and writers		

Take a look at *Read Write Inc. Phonics*

Reading and writing right from the start



Read Write Inc. Phonics draws upon experience gained in more than 4000 schools over 10 years to provide the most engaging programme for children learning to read and write in Years R-2/P1-3. It includes:

- Integrated comprehension, writing, grammar, spelling, vocabulary, and handwriting
- Engaging partner work, role-play, and drama
- Simple assessment, clear tracking, and straightforward grouping
- Expert Training and sustained Professional Development from Ruth Miskin Training

Book an appointment with your local Educational Consultant to find out more, and to discuss how ***Read Write Inc. Phonics*** can support the needs of your school.

Call **+44(0)1536 452610** or visit www.oxfordprimary.co.uk/readwriteinc

30 years of Prep School magazine

Continuing from page 5, Paul Jackson introduces the 90th issue of Prep School magazine, accompanied with articles from the very first issue of the magazine

The dust does not have long to settle, neither literally or metaphorically. Soon, lists appear, reflecting the out with the old and in with the new. Form lists, house lists, duty lists, surely not the first week's menu, which is still eight weeks away.

Then the holidays can truly get under way and our profession has a tremendous feeling of freedom, release, and adventure. Time to spend with family and friends without a care in the world. The beginning of term seems almost unachievable – a form of denial sets in – and this phase is so important, in both the mental and physical restorative process.

However, human beings, particularly teachers, cannot live in that state for too long. There comes a very natural moment when the passion for school, one's subject, and all that goes with it calls us back to reality. Perhaps that is why we have named it a 'calling'.

Thus, a new term beckons and we will feel suitably inspired by a new set of subject broadsheets and the latest edition of Prep School Magazine. A significant edition it is, too, as the magazine celebrates a glorious 30 years in publication. Naturally, as a reflection of the educational world, it too has experienced change with the different editors that have been in post. The magazine, quite rightly, will have mirrored their views and contacts. The design has also changed, inevitably, and must continue to do

so. Also inevitably, in some areas and some articles from over the past 30 years, they still have resonance today whether from debates on Common Entrance or discussions on pastoral care.

I have included an article I wrote for the Summer issue of Prep School magazine in 1992.

PE and the 'Sick At Heart'

Paul Jackson, Bilton Grange, Chairman of the Independent Schools Curriculum Committee for PE, Editor of the SATIPS Physical Education Broadsheet

A study by Dr Neil Armstrong, President elect of the P.E.A at Exeter University, which was recently shown on the Channel 4 Dispatches programme 'Sick At Heart' has uncovered alarming evidence about the health of primary school children in this country.

This work reveals that 95% of the children studied in the largest sample yet taken are seriously unfit and, during an average week, do not raise their heart-rate to any significant or beneficial level.

Since heart disease is a major cause

of death in middle-aged adults in the western world in general and in Great Britain in particular, this is indeed disturbing news.

Dr Armstrong found that not only does the home environment provide little opportunity for children to exercise but – perhaps more alarmingly – the school day rarely produces a heart-rate of one hundred and forty beats a minute. Children are not laying down the foundations for a strong heart and a healthy lifestyle. Armstrong points to more sedentary play such as the 'Game-Boy' syndrome and the fact that fewer children now walk or cycle to school because many parents fear the dangers lurking on the roads. He also points a warning finger at the current Physical Education programmes in schools.

Are we right to believe that children fare better in preparatory schools, or are we too producing a generation destined to be 'sick at heart'?

Many of our schools provide at least three or four games afternoons a week and may feel that simply donning games kit, walking into the fresh air and taking up a position on a playing field or court is stimulating the required activity levels. However they may be labouring under a dangerously false assumption. There is no doubt that those playing 7-a-side rugby, 1st team hockey or evenly-matched squash between players able

to keep the ball in play are certainly improving their cardiovascular fitness. But what of those who cannot stop the ball in hockey, the less skillful performers in full-side football and rugby teams; those restricted to a particular zone in netball?

I would suggest that for rather more children than we might think, our menu of traditional games alone is not a panacea for physical well-being in our pupils.

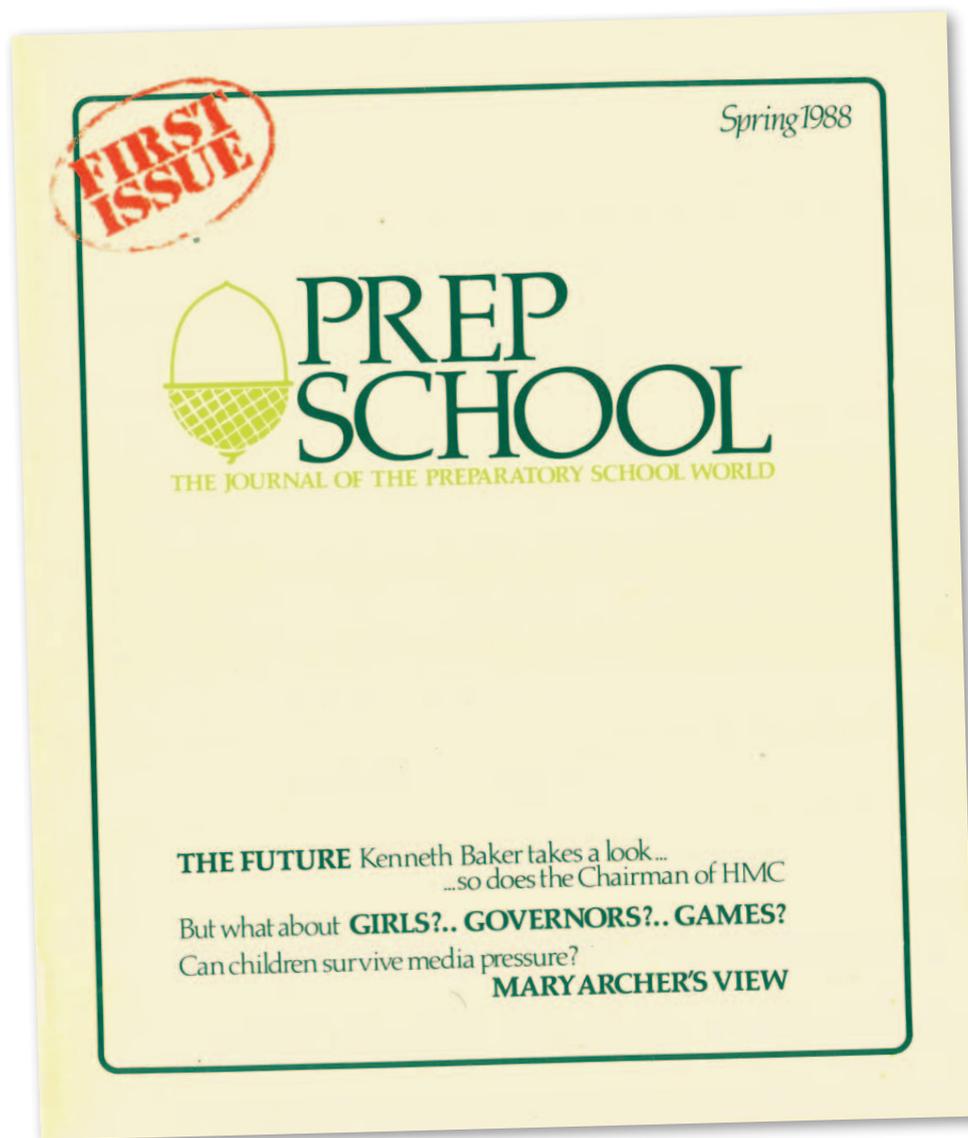
The final Report for Physical Education in the National Curriculum certainly endorses this view. Games is just one strand which should be covered at Key Stages 1 and 2. The others are Swimming, Gymnastics, Dance, Athletics and Outdoor

Activities. Fortunately, many of our schools already provide this range of activities but those who do not may be encouraged by National Curriculum guidelines to offer a more varied programme. Schools may well begin to cover their outdoor semi-ornamental pools to provide all year round swimming opportunities. However, there is little doubt that the most difficult strand for our schools to provide is that of Outdoor Pursuits. The elements of safety, cost of equipment and specialised staffing would make most Heads and Bursars blanch. At the same time most schools would dearly wish to give their pupils the experience of sailing, climbing and canoeing that falls within this range.

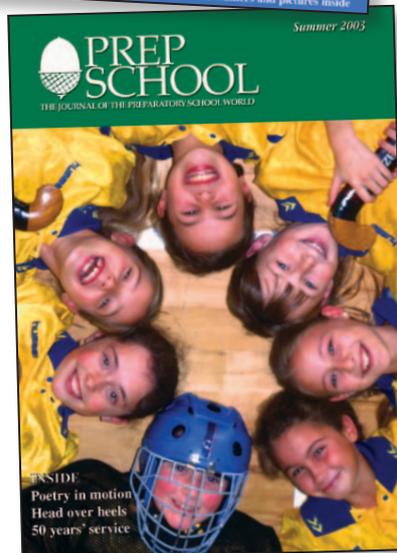
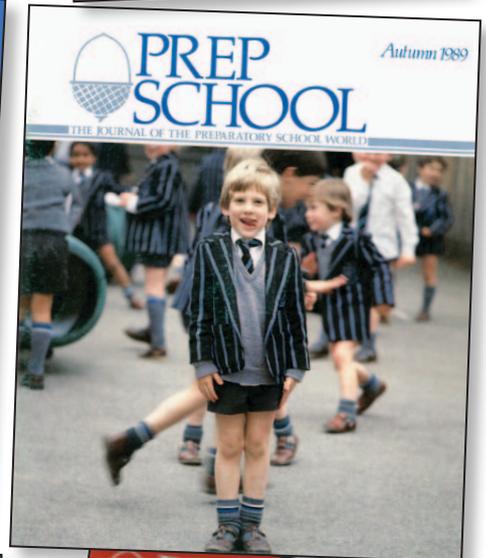
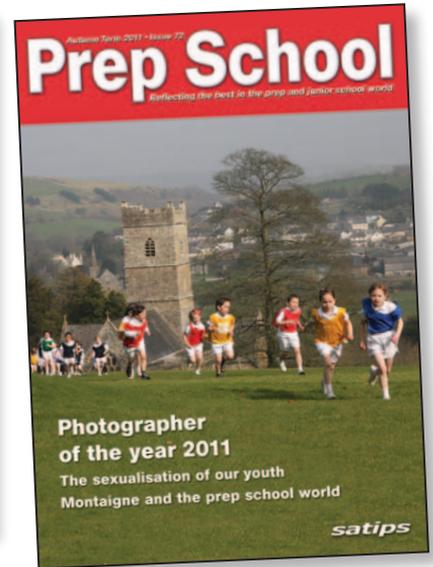
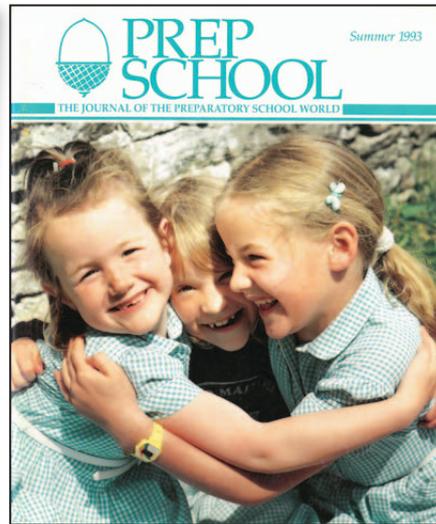
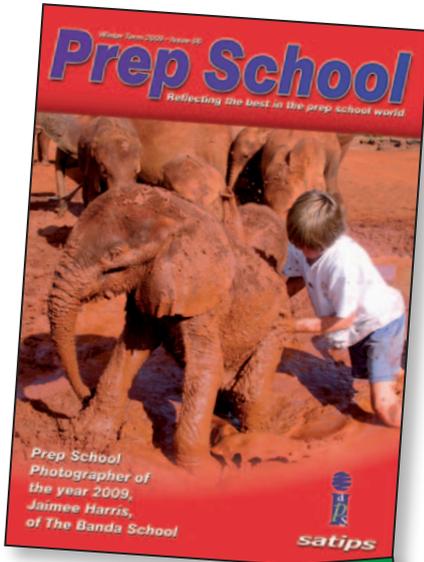
Perhaps this is where a centrally-organised Preparatory Schools Outdoor Pursuits week would be advantageous.

This would keep costs and staffing levels to a minimum. I would welcome Heads' views on the feasibility of such a scheme.

The message from the work of Dr Neil Armstrong and the National Curriculum Committee is very clear. Health-related fitness for all our children is vital and the responsibility for its implementation in the independent sector rests firmly with the schools. Variety in our Physical Education programmes may be not only the spice of life but the saving of life.



Prep school through the years



From the Editor

Welcome to our first issue.

We have to thank the Councils of both IAPS and SATIPS for the concept of this single professional journal. *PSR* and *News and Views* have been the godparents of the infant PREP SCHOOL, and in the stalwart persons of Richard Irving and Chris FitzGerald, they are taking an active part in its development. We hope to be worthy of our well-loved predecessors.

Our aim is to establish a magazine which will tell the wider world of education something of what is happening in the prep schools, and which will also bring contributions from that wider world to expand our own ideas. We are not aspiring to the detailed subject coverage that is the professional hallmark of the SATIPS Subject Broadsheets, though we hope that we shall regularly attract features on specialist topics.

We hope to stimulate, to inform and to entertain. We should like to interest and please not only teachers at all levels, but also governors, parents, educationalists, students, politicians, officials. This is quite an undertaking, and will help to explain why your particular field may not be covered this time. Though we hope to represent all aspects of prep school life, they cannot all be represented at once. The more readers each school can help to reach, the bigger and better PREP SCHOOL can become. We depend on input — your input as well as outside contributions. If you have new ideas, or strongly-held views, this is your forum.

IAPS and SATIPS have made this magazine possible, and we hope that all with an interest in prep schools will help to make it work.

Anne Kiggell

The Editor has had the most marvellous welcome from individuals, schools and organisations throughout the prep school world. The Egon Ronay guide to prep schools would have to mention idyllic settings, Palladian bedrooms with views down the park, and the incomparable Scottish rugby tea. However, no reasonable offer will be refused! Visitors will also be very welcome at the editorial office, which is in Sheen, on the edge of Richmond Park (Mortlake SR station from Waterloo, or 33 bus from Hammersmith).

Independence means Opportunity

An introductory article from the *Rt. Hon. Kenneth Baker, M.P.*, Secretary of State for Education and Science featured in the first ever issue of Prep School magazine in 1988

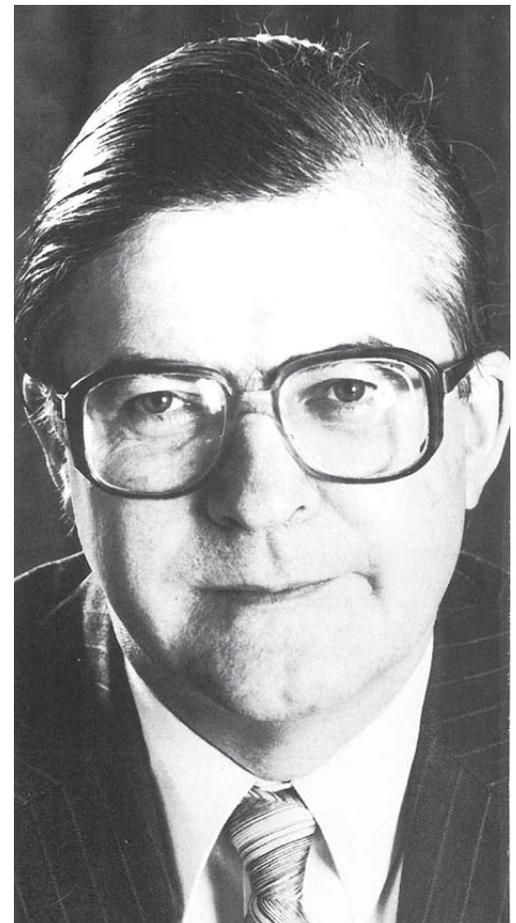
Let me begin by saying a warm welcome to PREP SCHOOL. I wish the journal well, I am happy to take this opportunity to reaffirm, once more, what an important part the independent sector plays in education.

'Opportunity' in fact is precisely the theme that I would like to begin with. One of my fundamental objectives, as Secretary of State, is to increase the choice available to families when they come to decide on the education of their children. Here, the independent schools, both preparatory and secondary, make one of their main contributions to the education system. They widen the range of opportunity, whether this is through strengths in particular subjects, through provision for artistic abilities, through provision of single sex schooling or of boarding facilities, or through the different kinds of ethos that they sustain.

Another of my fundamental objectives is to raise the quality of education for all our children. The best independent schools, of course, make a very significant contribution in terms of the quality of the education that they offer. While aiming to provide a broad range of activities they are concerned to set high standards and to define proper targets to aim at. They sustain what might be called traditional values. Judging from the buoyant demand for places at independent schools it would seem that these values touch a chord among today's parents.

I think public and private sectors can learn from each other's best practice. It is healthy that we have pluralism in the country's education system. The Government's Reform Bill is designed to extend diversity, widen choice and raise standards. We are going to introduce into the maintained schools a foundation curriculum, for children aged five to sixteen to prepare them more effectively for their next stage of development, whether that takes the form of a further period of education, or whether it is in training or employment. I am convinced that this curriculum will be good for the children's education and at the same time good for the country's future. We live in a world in which trade is becoming increasingly competitive and technological progress is becoming ever more rapid. We need today's children to be ready to take up the jobs of the future.

I am sure that your readers will watch these developments in the maintained schools very closely. In saying this I acknowledge the very positive reaction within the preparatory school world already demonstrated by the responses to the work of Ian



Beer's Working Party on the future of the Common Entrance Examination.

In conclusion let me say that as the country's education system enters its most challenging era, no school, whether maintained or independent, can rest on its laurels. These are days of opportunities – the independent schools will want to graph them fully.

Partnerships and politics



Julie Robinson, a former prep school teacher and head, worked for IAPS as Education and Training Director before becoming General Secretary of ISC in 2015

Since I arrived at the Independent Schools Council (ISC) in 2015, political work has come to the fore and increasingly our time is taken up with political pressures upon the sector.

ISC represents the sector by bringing together AGBIS, GSA, HMC, IAPS, ISA, ISBA and Society of Heads as well as BSA, COBIS, SCIS and WISC so that there is an overarching, national reference body. ISC protects and promotes the sector through research, data collection and analysis,

media and communications, political lobbying work, a web presence including parents' school search and a base in London.

1300 independent schools are represented by ISC and we are proud of the educational excellence across these diverse schools. We know that as a group of schools they give to society far more than they take out. For instance, ISC schools contribute £9.5 billion to GDP annually and provide over 227,000 jobs. Every year, they pay £3.6 billion in tax between

them and save the state educating half a million pupils, which is worth £3 billion to the taxpayer. Although there is a tax relief benefit of £520 million per year associated with charitable status (just under 1000 of our schools are charities), in 2016 our schools attributed a whopping £900 million-worth of funding to bursary places alone (Figures from Oxford Economics report, 2014 and ISC census, 2016).

Our schools are not all well-resourced with wealthy foundations and they don't all have impressive facilities or



One third of pupils have fee discounts to help families access these schools because they value the education provided there enough to invest in it.

spare resources yet it is clear to those within the sector that independent schools do their best to behave as good citizens, sharing good practice with others. Many more of our schools are involved with community and school support working than are charities (so they are not behaving nicely just to protect their charitable status) and there are at least 1140 partnerships with state schools benefitting approximately 175,000 state school pupils.

Many people mistakenly believe that our schools are all large public schools but in reality only 70 or so ISC schools have over 1000 pupils and a typical ISC school has just 165 pupils. Our schools are small, not-for-profit businesses with a big heart. The average annual day fee is not £40,000+ but under £14,000 per annum. One third of pupils have fee discounts to help families access these schools because they value the education provided there enough to invest in it.

Despite all this, the sector is characterised in the national media and by some politicians as the preserve of the precociously rich, full of Russian Oligarchs and billionaires wearing top hats. In recent times we have become associated negatively with the privileged few and both the Labour and the Conservative manifestos included pledges to put pressure on our sector, presumably because it is seen as elite and therefore symbolic of the inequality of society.

ISC schools make up 7% of the educational picture nationally. There are 1300 ISC schools and 24,000 state schools so we are certainly the

few but I tend to consider us the helpful, friendly and well-meaning, responsible few. Our ISC Manifesto, 2017, speaks of a quality sector which values its independence and seeks to serve families from all walks of life.

The Labour manifesto this year pledged to include our sector in teacher training more effectively but it also threatened VAT on fees. VAT exemption is currently protected through EU legislation. The Conservative manifesto followed an autumn consultation, 'Schools that work for everyone' in expecting at least 100 schools to become involved in sponsorship of academies or in founding free schools. Most prep schools do not have the resource to set up a new free school and only Dragon School in Oxford has managed this successfully. However, we have been in discussion with the DfE, which confirms that it recognises the importance of capability and capacity (i.e. proportionality) in all this. Small schools can only do so much.

There is general agreement across our sector that we support social justice by creating opportunities for a wide range of youngsters and doing our bit for society. At the same time, each school can only operate according to its means and many schools have little resource to spare. The ISC position is that we are happy to encourage partnerships and mutually beneficial schemes sharing resource and expertise. At the same time, we are adamant that a heavy-handed, threatening, legislative approach would in fact undermine the good work being done. We know that schools which are charities already

satisfy the Charity Commission with their public benefit activity. We feel that we already work for the common good voluntarily and, since we are independent from the state, we should not have to answer to the government over this. It is voluntary work based on goodwill, positive local relationships between schools and projects according to local needs and individual strengths. Importantly, it is neither patronising nor a one-way street. Independent schools cannot presume to tell state schools what to do but we can learn from each other. And of course independent schools would not welcome any undermining of our independence.

ISC has been tackling the outdated stereotype of our sector by promoting the valuable range of partnerships already undertaken by our schools. These are showcased on the website www.schoolstogether.org and in a new ISC publication 'Celebrating Partnerships'. We are encouraging schools to ensure that your local MP is aware of all the good you do in your community and we are planning an event for Parliamentarians in September so they can find out more about the good work of our schools for society.

Unfortunately, good news stories about our sector do not excite national journalists so we have a long way to go before the public generally appreciates that our sector is not an unpleasant bastion of privilege so much as a positive force in education and in society.

If you have examples of strong cross-sector partnerships to share, contact Julie at julie.robinson@isc.co.uk

Feedback: a Sisyphean task?



John Marriott, the Head of Classics and Assistant Director of Studies at Windlesham House School, considers the most effective form of feedback

I sit at my desk and prepare myself. A tower of pupils' books stands beside me, menacing in its magnitude. My aim was to provide constructive written feedback on my pupils' most recent work. Already, I feel like Sisyphus, doomed for eternity to heave a monstrous boulder to the summit of a mountain, only for it to tumble - time after time - back to the plain below. And, for what?

The purpose of feedback is to advance pupil progress. Is this method – spending hours, often daily, writing comments in books – the most efficient use of teachers' time, and is it the most effective form of feedback?

The burden of marking books is no secret. The Workload Challenge Survey, conducted by the Department for Education in 2014, found that over half of teachers feel that writing in-depth comments on pupils' work has become an 'excessive' and 'burdensome' process. Some teachers spend up to 20 hours a week, often in the evenings and at weekends, ploughing through books. This is a staggering amount of time. It could be spent doing other, arguably more productive, things: planning outstanding lessons, keeping abreast of recent pedagogical research, or extending our knowledge of our subject areas.

According to the Sutton Trust report (*What Makes Great Teaching?*) it is

the depth of a teacher's subject and pedagogical knowledge that has the most impact on pupil progress. In order to teach to the best of our ability – making our pupils interested in our interests – we need energy. A teacher who has been up all night marking books will struggle to find that all-important enthusiasm in their lessons the next day.

Upon the return of their books, replete with helpful comments from their teacher, pupils face two challenges. First, they must endeavour to decipher their teacher's handwriting. This can be a significant hurdle. It certainly is for my classes. Secondly, once pupils have figured out that that 'g' is in fact a 'j', and that 't' is in fact the letter 'f', they must try to comprehend exactly what the words mean. As every teacher knows, one of the most important aspects of teaching is being able to explain a concept in a number of different ways to a number of different pupils. However, written feedback offers just one explanation. If a pupil has not understood the feedback, he will call his teacher over, and the teacher will explain in a different way. I wonder, then, what was the point in writing the comment?

A 2016 study, conducted by the Education Endowment Foundation about the impact of marking, noted that 'it is not clear why

written dialogue should necessarily be preferable'. Furthermore, the Independent Teacher Workload Review Group report, *Eliminating unnecessary workload around marking*, stated that there is 'very little evidence' that writing extensive comments on every piece of work improves pupil outcomes, and that in many cases the writing of such comments is a waste of teachers' time. The most extreme example of this, highlighted by the report, is the writing of comments on the work of children in Early Years, who are unable to read.

All this seems to come down to one key issue, which is also noted by the Review Group as a waste of our time: the construction of 'a written dialogue instead of a conversation'. The report concludes that written feedback has become 'disproportionately valued by schools'.

So, why do we do it? According to the Workload Challenge Survey, teachers feel that inspectors, and therefore the SMT of our schools, expect to see extensive, regular written feedback, as this offers measurable evidence of the feedback process. However, Ofsted has recently made two important points crystal clear in its School Inspection Handbook. This states that:

- 'Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are

for the school to decide through its assessment policy’.

- ‘Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers’.

The message here is that it’s up to us. We can decide what feedback methods work for us in our subject. As for evidence, the quality of feedback, whatever its form, can be measured by the way in which a pupil is able to tackle subsequent work.

What is the best way to feedback to pupils? In many ways, this is governed by the task, but the EEF study suggests a few fundamental aspects of feedback which make it effective: specificity, immediacy, and that it makes pupils think. If pupils do not engage with the feedback, it is unlikely that they are learning from it. With these three principles in mind, I share below an example of how I feedback to pupils almost every single lesson.

A class of Year 6 pupils are translating ten English-to-Latin sentences in pairs. I am wandering around the room, chatting to pupils to see how they are getting on, when I notice that a certain pair has used the genitive singular ending instead of the genitive plural on a particular word. Without saying anything, I underline the erroneous word with my green pen. The two girls look at me quizzically and, at that moment, I move away to another pair. While I’m away, discussion erupts between the two girls.

‘I’m sure that ‘agricola’ means farmer, so that’s not the problem,’ one says.

‘And it’s definitely a genitive, because it says ‘of!’ exclaims the other.

‘Wait... it’s plural!’ cries the first girl.

I revisit the pair after a few minutes and ask them, first, why I underlined the word and, secondly, why they have changed the ending of the word to the genitive plural. With enormous grins on their faces, they delight in describing how they recognised their error, and how they worked out the



correct answer. From now on, they will take a little more care to check whether a word is singular or plural, too. This approach is enormously powerful as a learning experience. It adheres to the three aspects of effective feedback mentioned in the EEF study: it was specific (the focus was on just one word), immediate (my feedback occurred while the pupils were working), and it made the children think. If the girls were not able to work out the answer, then more discussion – a conversation – would have followed. No written comment is required from me.

Building upon this idea of a discussion, one other method of feedback that I find particularly effective, and that the children really seem to enjoy, is self-marking. Or, perhaps, I should call it ‘class-

marking’. This is at its most dynamic and engaging when the class is marking a Latin passage that the children translated for their prep.

Importantly, we employ a child-friendly marking system invented by former pupils. If pupils get a sentence spot-on, they draw a small smiley face at the end of the sentence. If a sentence contains a few minor errors but the pupil has succeeded in discerning the gist of it, they underline the suspect words, but put a tick at the end of the sentence. If it is a disaster, then the errors are underlined, and a cross is drawn at the end of the sentence. All these symbols and lines are made with a pen different in colour to the translation, so that I can immediately see the quality of a passage by the number of smiley faces, ticks and crosses.

Sharing parent contact details = a big hassle!

But there is a way...

Classlist's award-winning app offers a secure way for your school's parents to share info and communicate

Fully GDPR compliant



Managed alternative to social media

Supercharges PTA comms and events



Request more info & download your free Classlist Data Protection Guide
<http://blog.classlist.com/download-data-protection-guide/>

Live in 1000 schools
& entirely FREE !!



Environmental Planning
Design & Management

Planning exceptional buildings and surroundings for your school

Planning Advice for Royal Russell School



Image by Royal Russell School

Planning Permission for Chigwell School



Image by BHM Architects

LUC specialises in coordinating and obtaining planning permissions including:

- Preparing masterplans
- Organising architectural competitions
- Pre-application discussions
- Heritage assessments
- Ecological surveys and protected species licensing
- Tree surveys
- Travel plans
- Environmental Impact Assessments
- Planning Performance Agreements
- Discharging planning conditions
- Community Use Agreements

For further information please contact Jon Grantham, Director of Planning

Email jon.grantham@landuse.co.uk **Tel** +44 (0)20 7383 5784 **Web** www.landuse.co.uk
Bristol | Edinburgh | Glasgow | Lancaster | London | Manchester



Not only do the children enjoy marking their work in this manner, but they relish the discussion that is a part of the entire process. Pupils are eager to offer other variants of a translation, or to explain why another pupil's translation of a particular word or phrase wasn't quite right, and what they could do to improve. All this is done in a friendly and supportive way. Such is the warmth of the approach, that those children who have particularly error-ridden sentences ask for clarification on certain points from the group. Again, the power of conversation creates a potent method of feedback. Additionally, these sessions are, particularly for weaker pupils, a valuable learning experience, as stronger pupils share their tips, tricks and knowledge with the class.

Once we have marked the passage, and while the class is cracking on with another task, I'll wander around,

visiting each pupil, checking how they did on the passage. Their responses during the discussion will already have given me an indication, but my chats with them during this part of the lesson are vital. If there are any serious misunderstandings, clearly highlighted by the coloured lines on their translation, we'll chat about them there and then.

In prep schools, we are blessed with small class sizes – usually 20 children or fewer – and so this method of talking to the children almost every lesson, appreciating where they are at with their understanding, and feeding back to them, is wonderfully practical and effective. When it comes to assessments, which happen three times a term in my subject, there are very few surprises, as I know which aspects of Latin are a particular strength or weakness for each of my pupils.

There is no need to feel like Sisyphus. If written comments are not going to advance pupil progress, or if another method is going to be more effective, then such comments do not need to be written.

We need to be selective. Some pieces of work, like my three Latin assessments per term, require marking, but they are always returned with a conversation too. The child and their progress must be at the centre of every method of feedback. Within each method, there should be that personal touch – a warm, helpful, and supportive conversation, and the belief that a child can succeed.

That is what teachers do best.

The results are in...

Patricia Lovett introduces the winners of the 2017 National Schools' Handwriting Competition. Congratulations to all who took part this year

At the recent All Party Parliamentary Group for Art, Craft and Design in Education meeting, a number of us who did not have close links with teacher training were shocked to hear that over the three or four years of teacher training, a number of students received just two hours of art, craft and design teaching – often only a lecture and not in any way practical – and most not much more than that.

That teachers were then expected to put across such subjects with confidence and enthusiasm with so little help and support is truly staggering. One secondary teacher asked her class how much art they had done in primary school and was told 'none, because my teacher didn't like it'. This is desperately sad but not a surprise. How unfair for all children who should be experiencing creativity, and the joy of making. These practical creative subjects also, of course, develop hand-eye co-ordination and so much more.

In light of this, I was speaking to some young teachers recently and asked them how much training they had received in teaching handwriting. Their response was even more shocking – none! Detailed training is given in English, maths and science, but absolutely none in how to record those subjects – handwriting!

There are explicit curriculum requirements at Key Stages on what children should be achieving (<http://www.teachhandwriting.co.uk/national-curriculum-england.html>) but it seems that there is no guidance for teachers in how to teach this to children. As one young teacher put it:

'It's like putting a maths sum on the board and expecting children to be able to work it out themselves without understanding numbers and their relationship to one another.'

In further conversation, I was told that in one school when they teach handwriting they are told to pass on to children that all letters start on the base guideline so that they can be joined. So centuries of constructing letter-forms have been thrown out of the window because the headteacher does not understand letter construction, and a whole generation of children will have real problems making their letters legible when they start to join and speed up.

I noticed this recently with a five year old's writing, who had started school last September. The letter 'm' had no downstroke, and the letter 'd' went all around the houses to get back to where it should end. The teacher had not corrected this. What a disservice we are doing to our children, who will have either to work out for themselves how to construct letters properly, or will lose marks in exams and tests because their letter-forms are so poor that when they speed up they will lose legibility.

Fortunately, many of those who are winners and finalists in the National Schools' Handwriting Competition will have far fewer problems because their good letter formation and handwriting skills already put them on the front foot. The standard of the four year olds this year was particularly impressive, and this continued with the five and six year olds. For the first time the challenges

of choosing a winner and finalists from vast numbers of excellent entries from those in years seven, eight and nine did not arise, but all finalists here were of a very high standard.

Points to bear in mind for next year are that paper can be used either way, portrait or landscape. Some poems sit better on the page when landscape, particularly in the own choice class. It would also be helpful if teachers were able to emphasise 'by doing' the importance of writing carefully and well, as almost all do. However, the entries on paper torn (and not always carefully) from a pad with a serrated edge did not really send out this message to the children who had to write on that paper. There were three prize-winners whose entries were on a lovely card-weight paper, but there was no postcode on the back, so they could not be considered. Someone in 'Admin' was also a winning entry, an adult, but with no postcode, so could not be considered. Some schools print 'Name' (with a gap to be filled in), 'Age' (to be filled in) and also the school's postcode on the back of the paper used, which then avoids this problem. And I sometimes struggled to work out the children's names on the back when the teacher had written it!

Overall the standard is still high and it is to be hoped that those schools that are not serving our children well look at these entries and see what can be achieved by the finalists in these various age groups.

Class A (4-6 year olds):

Skye Haughton (winner) - Shakespeare Infant School

Age 4: Rivka Jutia (winner) - Pilgrims Pre-Preparatory School

Gigi Matova (runner up) - Orchard House School

Amelie Reyes (third place) - Norfolk House School

Age 5: Emma Seymour (winner) - Kensington Prep School

Prayaan Sharma (runner up) - Homefield Preparatory School

Robyn Searle (third place) - Ferndown First School

Age 6: Madeleine Gibson (winner) - High March School

Poppy Foxhall (runner up) - Bells Farm Primary

E. Z. (third place) - St Joseph's Roman Catholic Primary School

Class B (7-8 year olds):

Amber Yap (winner) - North London Collegiate School

Age 7: Z. M. (winner) - Blue Gate Fields Junior School

N. M. (runner up) - St Joseph's Roman Catholic Primary School

A. T. (third place) - Dell Primary School (Academy)

Age 8: Afreen N. (winner) - Copley Junior School

Aleena Shahid (runner up) - Bushmead Primary School

Azlan Mesen (third place) - Clifton High School

Class C (9-10 year olds):

Krish Makhijani (winner) - St Bernard's School

Age 9: Eman Ayub (winner) - Owler Brook Primary School

Timothy L. (runner up)

Eva Tattersall (third place)
Barlows Primary School

Age 10: Z. I. (winner) - Blue Gate Fields Junior School

Piya Nag (runner up) - Yarm Preparatory School

Libby Royde (third place) - Eaton House The Manor School

Class D (11 - 13 year olds):

T. J. (winner) - Blue Gate Fields Junior School

Age 11: Emily Saunders (winner) - Kensington Prep School

Sapphire W. (runner up) - Copley Junior School

N. B. (third place) - Blue Gate Fields Junior School

Age 12: Zackary Gamble (winner) - Beechwood Park School

Georgina Way (runner up) - Forres Sandle Manor

Olivia Nimmo (third place) - Cargilfield

Age 13: Willa Cook (winner) - Moor Park School

Ross Doran (runner up) - North Bridge High School

Thalita Melo Dos Santos (runner up) - Platanos College

Class E (Staff):

Jemma Marsh (winner) - Dunraven School

Nadezda Shabalina (runner up) - Hyde Park School

Jo O'Sullivan (third place) - Homefield Preparatory School

School:

Blue Gate Fields Junior School (winner)

Eaton House The Manor School (runner up)

Kensington Prep School (third place)



Securing our future

Shaun Fenton, the Headmaster of Reigate Grammar School, considers how schools can learn and benefit through partnerships



Schools may be fierce competitors on the sports field and in examination halls, but there is one thing that we can all agree on. There is far more that unites us than divides us: we are all collaborators in a shared mission with moral purpose – to provide an exceptional education for the children whose parents have entrusted them to our care. That spirit of collaboration is something we can build on to forge partnerships between schools.

At Reigate Grammar School, we have recently put theory into practice by bringing a local preparatory school, Chinthurst, into the RGS family of schools alongside Reigate St Mary's Preparatory and Choir School. Chinthurst, already a successful and popular school with a proud 108-year history, retains its autonomy, its staff, its traditions, its ethos and its uniform. The gains for all of us are considerable.

The three schools are an excellent fit in terms of ethos, achievement and ambition. We all subscribe to the view that education is about far more than

academic achievement alone. Our students' lives are full of drama, music and sport and a host of other activities that stretch and inspire them. We seek to educate the whole child and set them on the path to fulfilled lives and happy adulthood. This partnership is about securing the future of Chinthurst for the next hundred years and beyond. The landscape in which we operate has changed significantly: smaller prep schools increasingly need the resilience of being part of a larger entity.

A partnership with a senior school encourages them to look 'up' to the next stage in their students' education, entering into dialogue on a whole range of subjects that will be key to their students' future success: changes to the curriculum, international destinations for Higher Education, extra-curricular activities, apprenticeships and so on. A healthy partnership is about is about facilitating an authentic understanding of the whole educational journey on that their students have just embarked.

Essentially, it is about relationships, not structures. And, importantly, the early signs are that parents recognise the advantages of formal prep and senior school links. In just a few weeks since we welcomed Chinthurst into the Reigate Grammar School fold, we have seen a 20% increase in enrolments for the next academic year. Of course, there is also place for cross-sector partnerships where independent schools work with schools in the maintained sector. I have been head of two 'Outstanding' state schools during my career and like to think I can offer valuable insight on where these relationships are particularly valuable to both sectors. Independent schools undoubtedly have a role to play in helping to raise standards in the maintained sector, especially where schools are struggling.

However, I don't accept the premise that independent schools only do good work when they look outwards, beyond their own sector. After all, few could deny that we offer charitable benefit to the children in our schools and benefit the country by educating future opinion formers and wealth creators. Also, at Reigate Grammar School we seek to change lives of those whose potential is greater than their financial means. RGS's Changing Lives Foundation has raised more than three million pounds to fund bursaries for disadvantaged students and more than 150 children are on means-tested fee support.

So, working with others is something that brings mutual benefits, it is part of our moral purpose and, most importantly, is good for the children in our care.

Battle of the brains



Harry Paget reveals all the information, including who won, for the 2017 SATIPS General Knowledge Challenge!

What is the SATIPS challenge?

The SATIPS Challenge is a hundred question General Knowledge test. There is a senior competition for Year 7 and 8 as well as a junior competition for Year 5 and 6 (though we have had some very impressive Year 4 students entering as well).

Who is it for?

It is for pupils in prep schools.

Some schools enter the minimum team of 5 in each age group, others enter the whole of their top sets, while some schools use it for their G&T pupils and some enter their whole year group. While the challenge is meant to be a challenge, a number of schools are surprised at the performance of some of their pupils that aren't in the top set. Questions come from the major subject areas as well as entertainment, music, sport, art and popular culture.

How does it work?

Schools are sent the challenge electronically. They then print it off and administer it themselves, before sending off the papers to be marked.

How do I enter?

Registration is done electronically and is already open for 2018 via the SATIPS website.

How much does it cost?

Entry is £2 per person, and last year over 100 pupils received prizes!

Can you give us some example questions?

From the Junior Quiz:

In which country would you find the

great Sphinx of Giza?

Kate Richardson-Walsh led Team GB to Olympic gold in which sport?

What surname is shared by sisters Kim, Kourtney and Khloé?

From the Senior Quiz:

Which country's Prime Minister dressed up as Super Mario at the Rio Olympics?

What can be a country, a type of meat or three consecutive strikes in bowling?

Which gas comprises 21% of the air that we breathe?

Who were the winners?

Westminster Under School won the team prize in both categories, helped by Maximilian Peel who won the senior competition, while Rory Hayes of Aldwickbury triumphed in the junior competition.

Why should my school enter?

Apart from giving pupils the chance to achieve glory for both your school and themselves, it is a fun general knowledge quiz that encourages children to develop a broad range of knowledge. Schools have also used these scores for House competitions.

What if I have further questions?

Do get in touch by emailing satipschallengeinfo@gmail.com

Junior Top 10:

1. Rory Hayes (Aldwickbury)
2. Rafael Leon-Villalpalos (Westminster Under)
3. Angus McIntyre (Ashfold)

4. Ayan Nandi (Dulwich Prep London)

4. Hugo Ward (Magdalen College)

4. Rauf Malik (Westminster Under)

7. Joshua Reiniger (KCJS Wimbledon)

7. Julia Marshall (Stephen Perse Foundation Junior School)

9. Max Bavinton (Alleyn's Junior School)

9. Shaunak Harit (Westminster Under)

Senior Top 10:

1. Maximilian Peel (Westminster Under)

2. Jamie Lambert (Dulwich Prep London)

2. Brendan Bethlehem (Westminster Under)

4. Gregor Lumsden (Dulwich Prep London)

5. Avish Kumar (Westminster Under)

6. Nikhil Singh (Dulwich Prep)

6. George Payne (Kingshott)

6. Niklas Vainio (Westminster Under)

9. Kalyan Reddy (King's College Jr)

10. Cian O'Reagan (King's College Jr)

To enter in the 2018 challenge follow this link: https://docs.google.com/forms/d/e/1FAIpQLSdc25_F1_UT1GNliWIDMYgb6MephgYjDU9uq8K8V_HSUNGOQ/viewform?usp=sf_link

Where do we go from here?



Paul Baker, better known Mr Geography to all of us, explores the past, present and the future of geography in prep schools

We have come a long way since the very teacher-led geography that was very present in the 1970's when I first started teaching. The advances over the last 40+ years has been due to the support and the publications of many primary geography experts and the support to independent school teachers from IAPS, SATIPS, GA, and RGS. During this time the curriculum has changed and the introduction of the national curriculum allowing prep schools and ISEB to use this as a guideline the teaching, learning, and examining of geography (and other subjects I should add) has seen a more specific content and more importantly the development of geographical understanding and skills. The development of the geographical enquiry and more relevant fieldwork has also helped prepare the prep school child for their senior schools.

Common Entrance has also gone through many changes from the 1970's/1980's where it was the pass or fail mechanism for children going to senior schools; into the 1990's where it was still looked upon as the major entrance requirement; into the 21st century where more and more senior schools have used it as a setting exercise, while the Pre Test at Years 6/7 has become a more important entrance requirement.

How much advance there has been in defining learning outcomes, defining

progression, and measuring over the last 20 years since the National Curriculum helped prep schools, I believe has been swamped by too much knowledge being taught at the expense of the understanding and the skills which are what the vital component for senior schools when prep school pupils arrive with them. I have to admit as the former senior setter of CE from the 1990's into the early 2000's, I was as much to blame for the content level in CE geography as others were before or have been since.

The prep school child of today needs transferrable skills and the contribution of geography must be clearly rooted in building up some knowledge, but more importantly how to access the knowledge required. They must build up a fuller understanding and a larger skills base so they can continue to build on this as they approach and take GCSE and Post 16 exams in geography.

So as the ever growing Pre Test for the senior schools (I believe the ISEB Common Pre Test is their fastest growing test now for pupils at Year 6/7 being offered places at senior schools) and the need however still, to provide some end of school test at Year 8, I believe that the development of an end of Year 8 assessment based on geographical understanding and skills, that will allow the senior schools to have both subject information and to

assess the ability, is vital but must not be just a rehashing of the present CE geography exam.

The prep school geography curriculum however is not just about transfer into the senior school but starts as from Year 1 (or before) and therefore the whole school geography curriculum needs to be a living and topical discipline at all levels throughout the school. This should allow the pupils to build up a 'living geography' that focuses on what is topical and significant for the world they live in and how this will impact on their lives. Key concepts need to be introduced by Year 6 based on the following characteristics:

- What is relevant to and affects people, daily, and longer term, directly and indirectly
- Regional, national, international and global scales and how they are linked to their lives
- Investigating environmental processes and changing environments with sustainability as an important focus. Developing a critical awareness and understanding of sustainability
- A curiosity through enquiry about the world
- A focus on what is topical and significant and how it impacts on people's lives.

If through their geographical studies using a variety of resources by Year 6, the pupils are aware of a variety of geographical knowledge with a sound base of understanding and skills, the geography teachers for Years 7 and 8 can use this as a launching pad and what I believe their pupils need to have at their fingertips as they move into their next school, onto GCSE, and, hopefully, A Level geography studies.

The Year 7 and 8 geography for the future:

The geography they learn and the understanding and skills they develop in these two years are vital for the senior schools. However, the knowledge is less vital than the understanding and skills they develop around the geography they learn. In talking to many senior school heads of geography over the last 12 months they would like a pupil to have understanding and geographical skills to a higher level than appears at present. Geography is also split often into physical and human topics but there is a need for all pupils to identify the links between these different aspects of geography and for them to see the interconnection in them with relation to the world we all inhabit.

Skills that pupils must develop over these two years in their geographical studies must include:

- Map work: map skills both interpretation and presentation using a variety of scales
- Introduction to GIS and other ICT skills
- Fieldwork including, developing hypothesis, collection, recording, presentation, interpretation and analysis, numeracy, analysis, understanding, evaluation. Also helping with risk assessments.
- Interpretation and use of photographs
- Enquiry skills
- Numeracy
- Literacy and writing skills
- Researching skills
- Synoptic skills

The prep school child of today needs transferrable skills and the contribution of geography must be clearly rooted

My suggestion for a curriculum for Years 7 and 8 using all the above skills would focus on:

- A fieldwork project as at present allowing the pupils to develop planning an enquiry with the teacher. This would be as at present sent to their schools as an assessment at the end of Year 8
- A physical geography topic which allowed pupils to learn about the formation and the weathering and erosional processes and to understand these processes.
- An understanding of global patterns, interaction and global relationships, and understanding values. (Global learning, globalisation, transport, etc.)
- A land hazard and a climatic hazard
- Your local environment – urban or rural and including sustainability
- Geography in the news

The pupils you teach now are likely to live into the 22nd century. They need to be prepared to adapt and to use their understanding and geographical skills with the future in mind. In the short term this will mean allowing themselves to develop geographical and skills that can be used in their senior schools and prepare them for the ever changing world they live in.

What are the key concepts that Years 7 and 8 need could be argued about for many hours but I believe that they can possibly be summarised as shown below:

- Cause and Effect
- Change
- Conflict

- Classification
- Inequality
- Location
- Environment
- Sustainability
- Perception
- Processes – (Physical and Human)
- Places
- Diversity
- Interdependence
- Scale
- Space

To conclude therefore it is my belief that there is a need for prep school geography to change as the Pre Test takes over as the entry requirement for senior schools. This will allow pupils the scope to develop in Years 7 and 8 the geographical understanding and skills needed for the boys and girls to thrive in their future geography learning at their senior schools. How we change and what an end of school assessment would look like in Year 8 is for the ISEB, IAPS and HMC to discuss but it is vital that change in transition from one school to another is developed as the Pre Test continues to increase as the way for pupils to gain a place at their senior school.

As Alastair Bonnet wrote *The Handbook of Secondary Geography*, which was published by the Geographical Association in 2017. Talking in his final paragraph of chapter one in *What is Geography*, he states the following about geography: 'It is an essential component of a good education but it is more than that too, for geography is rooted in some of our most basic and important needs and hopes.'

Growth matters



Loren Macallister, the Deputy Head Academic of Shrewsbury House School in Surrey, discusses the importance of a growth mind-set

Lifelong learning is vital and has to be part of a systemic thought process in the 21st century. If today's pupils are being prepared for jobs that do not yet exist, and they will reasonably have 15 to 20 jobs in a lifetime, surely the best gift we can give them (and ourselves) is to embrace change, learn to understand ourselves, adapt, and nurture skills? We need to make sure that what we help build – whether in bricks or young minds – is sustainable and relevant. We need to plant the right kinds of seeds.

A colleague recently asked me what I looked for most in interviews. Besides the obvious qualifications and experience, I look for someone who has a growth mind-set, who is flexible, not afraid of change, and can adapt and work with both failure and success. They are seen as resilient and a real asset to any school. Resilient staff in turn foster resilience in pupils who grow into happy, balanced adults who are capable of navigating change without fearing it. These types of staff and pupils have an abundance mind-set (not a scarcity one) and change does not paralyse them. They simply keep on reinventing themselves and adapt. AI and STEM pose wonderful opportunities, but the combination will also threaten jobs in the next ten years. With another kind of technological revolution already on our doorstep, more focus is required on what is often referred to as 'soft skills'. These skills are developing compassion, understanding human nature, valuing teams, interpersonal intelligence, interview skills, emotional intelligence, and resilience.

So, how does all of this affect schools? Developing ourselves to maximise specific 'human' qualities will make us competitive, marketable, and relevant. Pupils will be ready and able to contribute to tomorrow's digital world. That means we must be prepared to learn, unlearn, relearn, and think of possibilities within problems rather than obstacles, or the fear of change itself. Furthermore, we need to teach pupils to 'know what to do when they don't know what to do.' Problem solving, becoming independent, and competently managing 'good stress' will develop from that. With this in mind, join me briefly as I summarise some of the most useful 'growth nuggets' from my favourite authors...

Growth mind-sets are vital to resilience. A poor mark in a maths test could inspire greater effort together, if a growth mind-set is adopted, with strategies to improve by 'marginal gains' and appropriate achievable targets. A child with a fixed mind-set will often not attempt anything risky in which he can't shine, for fear of failure. He 'can't' improve on his gifts so he dare not expose them unless he is sure of success. A child with a growth mind-set, however, according to Carol Dweck, will 'have a go'. He doesn't see his talent as fixed, so he knows he can improve it. Fostering growth mind-sets and using positive language, whether as pupils or teachers, builds resilience.

Practise purposeful training stretches. Doing the same thing and expecting a different result just doesn't work but stretching oneself just beyond what

one can manage will, and the results will follow. This builds resilience, as Matthew Syed explains in *Bounce*. Painful sometimes, but the growth with that kind of challenging practice, whether from pupils or teachers, is significant. It is often life changing.

'Giving an A', is a wonderful concept created by author, motivational speaker and conductor Benjamin Zander in his well-known book *The Art of Possibility*. Treat a child or adult as if she is already what she could be and then watch her become precisely that. It is a real treat to watch pupils and staff who are not self-limiting. Maslow had it spot-on and understood self-actualisation and self-esteem: we all want to be needed and valued, to feel our contribution is important and for someone to believe in us, to see potential, and help us to get there. Especially when we might not always see it ourselves. Give that 'A' and watch the growth that will ensue.

Leadership is influence. A position in itself won't earn us any influence that is lasting or respected, but relationships will help do that and foster resilience too. Being part of a team, working together, collaborating, and learning to lead from any chair, nurtures growth. This is as true of prefects, choirs, and sports teams as it is of teachers; the sentiment is the same. Leadership, influence and growth are a choice; John C Maxwell has it spot-on, in all his books, but in particular *360 degree leader*. Outliers are in every organisation. They stand out, as they simply don't fit a usual profile. They have usually practised



their 'art' for at least 10,000 hours, according to Malcolm Gladwell, in his bestseller *Outliers*. The 'art' could be expertise in a specific field, the way they think or lead people, show compassion, or answer in class. Don't let them go before you have learned what it is they are able to teach about success, failure, and 'going the extra mile', or their way of thinking. They are extraordinary.

Godin explores what makes some people linchpins, and others a cog in the workplace, in his book *Linchpin*. Linchpins create art: Godin defines art as "that which touches or moves the recipient." A Linchpin could be anyone from clerk to CE. The Linchpin is an artist, 'moving' others because of the way he or she interacts and inspires. Sometimes the 'art' is compassion for which a pupil is noted, or integrity that one values and praises in a pupil or staff. Linchpins are hard to replace in an organisation because they create art and art just can't be quantified. Hold onto Linchpins if you can. Great companies

distinguish themselves from good ones, according to Jim Collins in his seminal book *Good to Great*. How? A simple recipe: determination, loyalty, and ego for something much bigger than oneself; humility coupled with a will of iron; awareness of one single focus that drives everything else and having the right people in the right places. Disciplined people. Disciplined thought. Disciplined action. You want a great company? Help pupils and staff identify their talent and grow the right people in the right places for the right roles.

Trust is about credibility and feeling safe. When pupils and staff develop circles of trust, happiness levels and resilience soars; cortisol and adrenaline drop. Pupils and staff who learn to inspire trust will learn how to be trustworthy leaders; they will work in or own a business that has a common 'glue'. Trust fuels resilience and it simply can't be bought. It takes time and is grown through regular deposits, as Covey outlined in *The Speed of Trust*.

Simon Sinek's concept of understanding one's 'why' is priceless. We all focus almost by default on our 'what': what our school does; what our company does; what we teach; what we do as pupils. It's the wrong way around; we need to start with 'why'. What is our 'why'? What is our purpose? If we get that right, and we know our purpose, we can then figure out our 'what' and deliver that very, very well. If not, we create stress and tension for ourselves because we don't really know our *raison d'être*. Our role is to help pupils and staff understand their 'why' and to align that to their values. So what next? Staff development is important and I cannot stress enough the value of solid mentoring, bespoke coaching, and CPD. If shaping pupils is our role and a real privilege to be part of then why not see pupils and teachers as interdependent? They do teach each other. Growing staff grow pupils better; growing pupils inspire staff. Growth matters. It's that simple.

Music is instrumental to a child's development

Jane Pendry, the Head of Development at the Dragon School in Oxford, highlights the importance of music in aiding a child's development

'All teachers know that confidence and self-belief are key to education. Once pupils believe they are able to succeed, that is when the magic happens!'

That is the firm belief of David Smith, Head of Instrumental Music at the Dragon School. His over-riding passion is to see pupils pick up a musical instrument and to see them consequently flourish in all aspects of their education.

'Having worked in music education for over 20 years, it has been my great privilege and joy to see thousands of children embark on a wonderful journey which began by the simple act of taking up an instrument,' David says. 'Nothing excites me more than seeing a young person develop, from the early stages of making a few sounds, to being able to move audiences with their playing.'

David explains that performing both solo and with ensembles can, and should, be a rich and rewarding experience, enabling each pupil to gain in confidence and self-esteem. However, it is vital for a child to find the right instrument; otherwise they will not sustain their interest. Children then need to practice regularly, which requires an inner discipline and personal sacrifice.

Music can have a significant effect on

the young person's wider education. Music involves teamwork, social skills, understanding and listening skills. Working under a conductor or musical director also requires children to follow instructions, to listen, concentrate and process information. David adds, 'Playing in an ensemble requires incredible concentration, as children must learn to not only listen to themselves, but also to the other sections of the group, learning to play in harmony and balancing the blend of sound. Developing concentration and listening skills has a direct impact on other aspects of children's education.'

We have all become obsessed with the instantaneous (video and computer games, TV commercials and instant downloads). Practising an instrument helps children understand how to work towards a long-term goal. They experience how perseverance eventually leads to skills and enjoyment, which last a lifetime! Daniel Levitin, in *This is your Brain on Music*, defines the importance of practising music: 'Like experts in mathematics, chess, or sports, experts in music require lengthy periods of instruction and practice in order to acquire the skills necessary to truly excel.'

Evidence also indicates that music can improve mathematical ability:

reading music requires counting notes, working out rhythms, and learning music theory includes many mathematical aspects. Studying music improves phonetic awareness, reading and comprehension skills. It sharpens a child's concentration: music requires children to focus on pitch, rhythm, tempo, note duration and quality of sound.

A body of evidence indicates that learning an instrument may even increase intelligence. Active music making increases the capacity of your memory and scope for creativity and imagination. Music, drama and art help develop children's imaginations and bring joy and passion to their learning. Jenny Saville, a Dragon parent and one of the country's leading portrait painters, explains 'Art, storytelling, drama, music and dance: these are all subjects that encourage the development of imagination, flexibility of thought and resilience. Read any children's development guide and these three traits are the 'super' traits our children will need to survive in a changing world; in the jobs that haven't even been invented yet.'

Music not only enhances mental agility, thinking skills, and resilience; it helps to develop a child's physical skills. Coordination is key and wind



instruments such as the oboe, flute, clarinet, and trumpet require accurate and controlled use of your fingers, tongue, and breathing.

Learning music also increases a child's responsibility. Children need to learn to maintain and care for their instrument and to manage their time effectively for practicing. Working towards short and long term goals, exams and performances.

Music is a key component of life for the Dragon. 42 specialist teachers teach over 750 weekly instrumental lessons each week and four out of five children at the school play

an instrument. Meriel and Skev Antoniou, former Dragon School parents, explain how both their children benefitted from the Dragon's approach to music and drama: 'Music and drama at the Dragon developed our children as members of their community and taught them discipline. Sharing these activities at this amazing school gave them great pleasure. As a result of the encouragement our daughter, Florrie, received at the Dragon, she is now in her third year as a member of the National Youth Music Theatre.'

David Smith concludes: 'Music has

a profound and positive impact on children's intellectual, emotional and physical development. Learning to play an instrument leads to a love of music, and skills which can bring a lifetime of joy.'

David studied clarinet, saxophone, piano and drums as a child and went on to study woodwind performance at university. Since graduating, he has performed clarinet and saxophone sessions for radio and television and has performed on a number of CD's.

Handling disappointment



Jane Whittingham, Headmistress of St Hilary's School in Godalming, discusses how to acquire a positive outcome while handling a pupil's disappointment

According to the Oxford English Dictionary, disappointment is, 'the sadness or displeasure caused by the non-fulfilment of one's hopes or expectations' and it is almost certainly one of the most immediate emotions a child will experience when they feel they have let people close to them down. Disappointment is a natural response to failure but, depending on the reactions of those around them, children can potentially react to their disappointment in a way that either reaps great rewards or breeds more disappointment.

As a mother of four children, I understand and have a huge amount

of empathy for parents as they often feel their children's disappointment keenly. After all, as parents we are driven to protect our children and keep them safe and to ensure they are happy; it is not easy to watch their world fall apart in front of our eyes. Nevertheless, the irony is that disappointments are actually beneficial for children: learning to deal with setbacks is a key part of their emotional, intellectual, and social development and helps to nurture key characteristics they will need to succeed in the future.

This was brought home to me some time ago. At 17 years old, like many

others of his age, my eldest son embarked on driving lessons with palpable excitement. A boy who had enjoyed considerable success in all areas of his education was not prepared for the shock of failing his driving test. Indeed, I watched for the first time as he encountered disappointment and his previous successes did not provide him with the platform to cope with such a situation, to pick himself up and dust himself down and get back on his feet straight away. He subsequently passed and that is now water under the bridge.

The intensity of disappointment





varies for a pupil, from not being first in the line when going to lunch when they are five years old, to failing to be selected to play in the A team or securing the much coveted accolade of singing the solo at the Carol Service, when they are much older. It is clear that disappointment can be exasperated by those around them and parents (and grandparents) need to be guided to feel their child's disappointment by showing empathy and giving guidance rather than being disappointed in them. Indeed, children's disappointment is often magnified due to the reaction of the adults around them and their ability to scale further hurdles is hindered and disappointment simply becomes more excruciating in the future.

Parents are aspirational for their children and naturally want the best for them but this brings its own pressures. Parents of children with high achieving families who have a

long history of Oxbridge success may react differently to those who expect value for money but do not have preconceived ideas about their son or daughter's university destination when they are four years old. However, it is also important to guide our parents and encourage them, not to rub away all the rough edges and make their son's/daughter's journey through childhood absolutely smooth and to resist the temptation to wrap them up in cotton wool. We need to point out that if they bend over backwards to shield their children from disappointment, the child will shy away from a challenge and never take a risk. Instead, explaining that keeping a clear head and keeping things in perspective goes a long way in helping their son/daughter face disappointment.

In today's world, as educators, we are increasingly aware that pupils need to be mentally tough. Like a small

power ball, our pupils need to be able to bounce back time and time again and learn that disappointment is not always a bad thing. Without the ability to bounce back repeatedly, pupils cannot develop resilience. As educators we have a responsibility to celebrate mistakes and show our pupils how these can inform future learning in a positive way, whilst maintaining there is always light at the end of the tunnel.

St Hilary's School is an IAPS Preparatory Day School and Nursery in Godalming for boys aged 2 to 7 years and girls aged 2 to 11 years old. Further information can be found on our website at www.sthilaritysschool.com.

Reflections on the Independent Schools' Examinations Board



Peter Kirk, the Executive Chairman of ISEB and former Headmaster of Bilton Grange School and Bramcote Prep School, looks back upon 30 years of ISEB

1987 was a significant year in many respects and I remember it well. Various world events, some rather close to home, made us sit up, take note and wonder if the world had just become a less secure place. Terry Waite, the Archbishop of Canterbury's envoy, was kidnapped in Lebanon and remained a hostage until 1991; the horror of the Remembrance Day bombing in Enniskillen dominated our television screens and the country looked on in disbelief as the Hungerford tragedy unfolded. At the time, I was teaching mathematics at Marlborough College just a few miles along the road from Hungerford.

Immersed in a seven-day a week boarding school life, one can feel ever so slightly cut off from the 'real' world, at least during term. One of the tasks occupying my mind in June 1987 was the marking of Common Entrance papers, tucked away for a weekend with I think about 150 scripts that had to be completed for the examiners' meeting on the Monday morning. I can remember having some difficulty adhering to the requirement not to mark the papers themselves, in case they needed to be forwarded to another school, should

the candidate not reach Marlborough's pass mark. It turned out to be useful experience for my later involvement with ISEB 30 years down the line.

Of course, there was no internet in 1987 nor email facilities but we felt very advanced using our BBC B computers at school, which were useful for setting internal tests and exams, as I recall. As part of my teaching timetable, I had been assigned Set 6 in Marlborough's Sixth Form (Year 11 students) who were not the most gifted mathematicians in the school, and I was doing my best to help them make sense of GCSE maths.

30 years on and Common Entrance is still used by around 260 prep and more than 100 senior schools. Meanwhile ISEB has evolved into an organisation providing many more assessments than just Common Entrance, though CE at 13+ and 11+ remains our core business. It was becoming clear that the myriad of pre-tests in Years 6 and 7, designed to assess children in advance of Common Entrance, was exerting undue pressure on children who were applying to several senior schools. To reduce that burden, ISEB developed an online, adaptive, auto-marked Common

Pre-Test to enable children to sit just a single pre-test in the familiar surroundings of their prep school, with the results shared between several senior schools, if appropriate. Those ISEB Common Pre-Tests are proving increasingly popular and have brought about a change in the transfer process from junior to senior schools. ISEB received over 8000 Common Pre-Tests registrations this year and, although there are mixed views on the principle, there can be little doubt that pre-tests are here to stay. I ought to acknowledge the administrative burden that the Common Pre-Tests have brought to prep schools but, as I write, IAPS, HMC and GSA, supported by ISEB, are exploring ways to make this simpler.

Some people are surprised to hear that Common Entrance numbers at 13+ have remained steady over the last 20 years, which they have. Indeed we have seen increased numbers of candidates in the last two years and we believe that the Common Pre-Tests and Common Entrance are now complementary assessments. The breadth and rigour of Common Entrance, its worldwide reputation, together with a greater

It seems to me that one of the benefits of Common Entrance is that its syllabuses and exams are designed and scrutinised by heads and experienced teachers in prep and senior schools.

emphasis on skills, have helped it retain its popularity, as the statistics confirm. I hope that, with a degree of security offered to candidates after successful completion of the Common Pre-Tests, prep schools will resist pressure to practise past CE papers repetitively in the months leading up to Common Entrance, but concentrate instead on the quality of interactive and independent learning in the classroom, whilst helping their candidates to take CE exams in their stride.

Common Entrance has, of course, moved with the times and we now offer papers for candidates of different levels of ability in maths, English, science, French, Spanish, Greek and Latin. A completely new RS syllabus, titled 'Theology, Philosophy and Religion', is soon to be introduced and we expect this to become very popular. It is a modern, challenging syllabus, requiring pupils to interpret texts, reason philosophically and understand religion in its contemporary setting. These are important skills and ought to provide excellent preparation for senior school at 13. ISEB also offers an online Mandarin Chinese course with auto-

marked assessment, which I know prep schools are using in different ways and in varying year groups as a 'stand-alone' assessment.

It seems to me that one of the benefits of Common Entrance is that its syllabuses and exams are designed and scrutinised by heads and experienced teachers in prep and senior schools. They possess that deep understanding of the independent school world and appreciate the importance of the balance between knowledge and skills, as well as the need to encourage independent learning.

Of course, ISEB is merely the provider of syllabuses and assessments and it exists to serve the independent schools of the UK, as well as those overseas schools in membership of GSA, HMC or IAPS. We seek feedback and suggestions from prep and senior schools on a regular basis – they are your assessments – and we continue to depend on the involvement of experienced teachers and Heads on our setting teams and on the ISEB Board. Their contributions are hugely valuable and I take this opportunity to thank them all most warmly. If you would like to share your thoughts on

the services that we offer, or if you would like to comment in any way, please do get in touch.

Peter.Kirk@iseb.co.uk

Peter Kirk taught Mathematics at Marlborough and Glenalmond, where he was also a Housemaster, before becoming Headmaster of Bramcote Prep School in Scarborough in 1996 and, subsequently, Headmaster of Bilton Grange near Rugby. He was appointed to the Board of ISEB in 2011 as a serving Head representing IAPS and Mathematics and chaired ISEB's Maths and Sciences Committee. After stepping down from Headship, he was appointed Executive Chairman of ISEB in November 2013. Peter also serves as Chairman of Governors of an IAPS school and as a Governor of a state Primary school in North Yorkshire.

Preparing young people for the world

Richard Merriman, Headmaster of Foremarke Hall, Repton's Preparatory School, discusses the need for young people to be prepared for the real world

International trade, international politics, and even the sharing of cultures, is nothing new. Of course, we have differences, but today the people of the world broadly rely on the same economy, the same cultural values, and similar structures of government. These things define a society, and they are emerging on a global scale.

It is for this reason that education needs to prepare young people for being a part of, and comfortable in, a global society. It is also the reason why global citizenship should not be a stand-alone element of the curriculum, but an intricate part of every aspect of it. By broadening experience of the world, communicating that everyone should be treated fairly and with respect, and raising environmental awareness, school life should be an encouragement towards informed and responsible global citizenship.

It is useful as a starting point to consider what makes a 'global citizen'. Oxfam offers a useful definition: "To be effective global citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups."

With this in mind, one realises that making global citizenship an inherent part of the curriculum is not

difficult. At Foremarke Hall, Repton's Preparatory School, we have identified and adopted a range of successful ways of achieving this.

One of the most obvious comes as a result of us being part of a family of schools with some members overseas. Repton Abu Dhabi and Foremarke Dubai each focus currently on the primary age group, and strong, practical links exist between Foremarke Hall and these Middle Eastern schools to ensure the relationship is vibrant. These links currently include sports tours and, looking ahead, musical and cultural exchanges are planned.

Our boarding community plays its part too. It comprises an appropriate mix of British home landers, British overseas from diplomatic, military and entrepreneurial backgrounds, and international pupils. We have a maximum of two of any non-English mother tongue speakers in each house. This creates a cosmopolitan environment that reflects the wider world. Our pupils learn about different cultures and how to respect them.

Adventure and discovery is so important at Foremarke that curriculum time for Years 5 to 8 is devoted to it in the first full week of each school year. During this the pupils work on independence, team building and leadership.

We work with several providers to

create high quality programmes tailored to each year group. We make full use of our inspiring 55-acre location as well as organising visits to the wild areas of Britain.

As well as developing performance skills, a high priority for our adventure programme is to use the activity or environment to challenge pupils to think about the way they work and their attitude towards it. In addition, taking pupils out on visits – and outside on our site complete with its own lake and woodland – bring both inter-personal and environmental learning to life.

So far this year, Year Two pupils have been on a trip to nearby Rosliston Forestry Centre where they learned about animal habitats and the importance of trees and to the National Space Centre in Leicester, another favourite 'on our doorstep' destination.

Members of our Greenpower group regularly travel out to events where team work is imperative to success. Made up of girls and boys in both Years 7 and 8, the team builds and develops vehicles for the national Greenpower Formula 24 electric car races for schools programme, which sets out to inspire children to be our future engineers.

For the young people involved it is very much 'hands-on'. Our newest car FR-7K was assembled by a group of Year 7s and, as with all our vehicles,



responsibility for driving and the battery changing at circuits around the country including Goodwood, sits primarily with the young team.

We also regularly bring guests in to share their learning with pupils across all age groups. Visitors this year have included former Welsh International Rugby star Richard Parks who was invited in to our Pre-Prep department to support their Explorers topic. He spoke about his adventures, including standing on all three 'poles' (the North Pole, the South Pole and the summit of Everest) within seven months.

Singer-songwriter and guitarist Blair Dunlop who attended Foremarke from 2003-2005 came in to play for us in advance of leaving for his "Gilded" UK tour. The children had plenty of opportunity to ask him questions about his time at Foremarke and what his life has involved since.

Another important element of our curriculum are our theme days, which we celebrate and build activities around. Recent examples include Egyptian Day, India Day in Lower School and Chinese New Year celebrations. Among comments made by pupils after the summer term India Day were: "I thought that India Day was the best thing in the term! I enjoyed eating and making gulab jamun – they were so tasty I ate five or six of them!" and "I really enjoyed it when we danced in front of the Year 3s and when we got to dress up in Indian clothes." These illustrate how days look at every aspect of the culture concerned and immerse the children in related activities.

In the dining room, you will see also evidence of our holistic approach. Our award-winning catering team organises internationally themed

menus on a regular basis to provide pupils with tastes of the world. Chicken korma cooked with authentic Indian spices and creamed coconut, penne pasta wrapped with a sweet tomato, fresh basil and mascarpone sauce and a comprehensive range of pizzas for a pizza day were among the menu choices during the last week of term.

Society needs people who recognise the importance of participation and of living and working together, and particularly people who understand different cultures, but celebrate the commonalities of humankind. When choosing a school, ask yourself if it has the arrangements, facilities, links and approach that allow for this global awareness to be nurtured and developed. We believe it is a key way to maximise future potential.

Happy Birthday, Rugby!



As Rugby School celebrates its 450th year, Headmaster *Peter Green* reflects on the origins of the school as well as what the future may hold

Founded by a grocer in 1567, albeit one who supplied the household of the young Princess Elizabeth, Rugby School was originally a 'free grammar school for local boys' in Lawrence Sheriff's hometown. 450 years later, it is an independent, co-educational day and boarding school with more than 800 students. What would Mr Sheriff have made of its transformation and endurance? He would have needed smelling salts at the sight of all those girls, that's for sure.

Anniversaries encourage reflection.

We are not the oldest independent school in England but few have had such a lasting influence on the principles of an all-round education. Dr Thomas Arnold was arguably England's most famous Victorian headmaster. His aim for the school was to instil two things in the boys in his care: "firstly, religious and moral principles; secondly, gentlemanly conduct; thirdly, intellectual ability." In the 21st century, we continue to pursue that code: good behaviour, hard work, and recognition of the needs of

one's neighbour as well as the wider community.

I have to say I did wonder about marking our 450th birthday. Should we not just get on with the job of educating and preparing children for their futures rather than reflecting on the past? But as we come to the end of the year, I am confident that the events have created or reinforced joyful links between Old Rugbeians, made the school proud of its ethos and traditions, and given us a wonderful opportunity to showcase the whole point of a Rugby education:





to encourage the development of a whole person.

Sport is an important part of life at Rugby. It builds leadership and team spirit, and helps to deal graciously with success and disappointment. That approach inspired Pierre de Coubertin to found the modern Olympic Games. We could not let the year pass without a reminder that the school created the game of rugby football. Two former Rugby schoolboys came up with the idea (inspired by the passing of the Olympic torch in 2012) of having one rugby ball, starting its journey on our historic playing field, the Close, passed between Rugbeians, 450 times across the world. It's been plunged into a pot of pasta in Florence, bounced into a French vineyard, visited the South Pole and sat in the cockpit of a flight bound for the Kremlin.

We also staged an international schools rugby sevens tournament with teams from Japan, Canada, South Africa, and Australia. This was live-streamed and watched by more than 300,000 people across the world.

We are also committed to the arts and this year expanded our annual arts festival into a five-day spectacular of music, dance, and drama. As well as performances from A-list stars, we organised theatre, concerts, film premieres, dance shows, art exhibitions, and poetry readings (with opportunities for our students and those from local schools to perform on stage) as well as free creative workshops for more than 600 children from local primary and secondary schools. As our patron Dame Judi Dench said, "The way to get young people involved and interested in the theatre and the arts is to provide exciting works for them to see".

We also held a street festival in London. Back in 1567 Sheriff made a shrewd investment in Bloomsbury and bequeathed eight acres of what was then pastureland outside the City of London to his new school in Rugby. The income from that legacy funds bursaries and scholarships that have allowed thousands of children to attend Rugby School who might otherwise not have been able to. In

some cases 100% of their fees have been waived. There are 35 boys and girls in the school right now who are benefitting from the terms of Sheriff's will. To me, this is a crucial part of what we do at Rugby. Our charitable ethos is central to our daily routine and to all our decisions. We will conclude the year with a thanksgiving service in the school chapel, a fitting end to a long birthday party. Has it been worthwhile? Most emphatically. Acknowledging the school's history has reinforced the vibrancy of the school community, past and present, and encouraged us to reflect on the abiding strength of the School's ethos.

Like any great institution that has earned its spurs, Rugby School should honour its past but not be a slave to it. So, as we move into 2018 and deeper into the 21st century, we will continue to provide new opportunities for a balanced and stimulating education that cultivates academic, spiritual, physical, cultural, and social development. Preparing children for life – that's what a school is for.

And, that includes birthday parties!

Strike a chord



Alun Jones, the Head of Chetham's School of Music in Greater Manchester, outlines his first year at the specialist music school



Having told the headhunter, quite emphatically, that whilst I was flattered to be asked, I could not possibly consider a move to Chetham's School of Music, I find myself having just finished my first year as the headteacher of this quite incredible school in Manchester.

Chetham's, or 'Chets' as it is affectionately known, is a truly remarkable school. The largest specialist Music School in the UK, Chetham's offers a world renowned and intensive music education for talented young musicians in a combination of medieval and brand new state-of-the-art facilities right

in the heart of Manchester. In April this year we opened The Stoller Hall, a stunning new Concert Hall for Chetham's and a new, flexible performance space for the people of Manchester.

Our close relationship with The Bridgewater Hall, the Royal Northern College of Music (RNCM) and the Manchester Camerata, Hallé and BBC Philharmonic Orchestras enables us to play our part in this vibrant city and ensures its national and international ranking as the most highly desirable place for musicians to study and train, sustain a career in the industry and hear classical music

at its very best.

So, after 16 incredibly happy years as Principal of St Gabriel's, Newbury and a wonderful year serving as President of the Girls Schools' Association (GSA), I made the move north whilst my wife remained in her role as Head of Lower School at Downe House, a girls' boarding and day school in Berkshire. Needless to say, we enjoy our holidays and we have come to know the M6 roadworks very well!

Chetham's is remarkable because our students are admitted solely on their musical potential and not their ability to pay school fees. 90% of our

students receive up to full financial support thanks to the Government's Music & Dance Scheme (MDS) and our own bursary provision. The 'MDS' is the Government's main vehicle for supporting exceptionally talented young musicians and dancers, regardless of their background and financial circumstances. Thanks to successive Education Ministers' far-sightedness and support, the scheme continues to flourish enabling many young people to access the very best training available and, consequently, set them on a path to self-sustaining careers. There's an important lesson to be learned here I think!

Yes, an intensive musical training maybe, but Chetham's students also enjoy excellent public examination results. With 83% of A Level grades at A*-B and 70% of GCSE results at A*-A, the students move on to their next stage of education with confidence. Whilst most students invariably secure places at the finest conservatoires in the world, often with a major scholarship, others opt for one of the leading universities in the country. This year, students will study a variety of subjects other than music such as biochemistry, law, medicine, physics and veterinary medicine to name but a few.

Other than the students' genuine passion for music, what has struck me more than anything is the level of engagement and focus these young people show in all aspects of their lives. Their academic curriculum is delivered in just two-thirds of the time one would expect and they spend, on average, three and a half hours making music a day... not including hours of private practice!

They are fearless, exciting musicians, natural leaders, and show great initiative. Following the atrocities of the terrorist attack earlier this year, due to our proximity to Manchester Arena, I assembled the students together to inform them that I had to send them home early for half term. They gathered themselves and a few instruments together, went outside



into the courtyard and sang 'Don't Look Back in Anger', originally by the Mancunian rock band Oasis. I will remember the moment forever; it had been their very own spontaneous and personal response as young people. It went viral and was used by the BBC on Newsnight. It was raw but incredibly sincere. They have since re-recorded a special arrangement as a fundraiser for the Red Cross Appeal – I can ask no more of them as outward looking, altruistic youngsters!

Chetham's is a truly international community with students coming from all over the world and every corner of the UK. I am staggered at the lengths parents will go to ensure their children get the very best musical training. It is humbling to see the huge family sacrifices parents are willing to make, especially as they are entering a world that many admit they know so little about. Like all 21st century boarding schools, we must do all we can to ensure Chets really is an extension of the family home. I talk regularly with parents

about 'joining the dots' between home and school and will continue to ensure the students' safety, welfare, and wellbeing is at the heart of all I do as headteacher; I certainly want their musical, academic, and personal progress to grow in equal measure.

Invariably, no two days are the same and we close each term with a period we refer to as 'Music Course'. Academic lessons are suspended and all students are involved in rehearsals for numerous ensembles, choirs, and orchestras for outreach, recitals, concerts, and concert tours. As I write, the Big Band, Haydn's Creation and the music of Richard Rodgers is wafting through the windows into my study.

Wonderful, talented students and a staff team absolutely committed to training gifted musicians for an industry that makes such a valuable contribution to the UK's economy and wellbeing. This is certainly more of a privilege than a job – even the M6 pales into insignificance!

The five essentials for effective pastoral care

Will Silk, Deputy Head (Pastoral) at Perrott Hill Prep School in Somerset, offers insight into why things have changed in pastoral care and the basics that every school should offer



Over the past 20 years, two factors have impinged on that most precious commodity for those involved in delivering effective pastoral care – time. One has been the rising tide of inspection-led paperwork, which has made pastoral care a decidedly more desk-driven exercise than what was the case in yesteryear (a school, like any commercial organisation, has to be accountable for how it operates and Government-driven criteria on how schools should be judged give parents the peace of mind to know that their ‘investment’ is in safe hands). The other is the ease of communication

afforded by modern technology and the expectation of an instant response.

Taken together, these two factors mean that time management is absolutely crucial to effective pastoral care – but it is, of course, only one piece of the jigsaw. Here are my five essentials to pastoral care in today’s ever-changing world.

Communication

Good communication lies at the heart of effective pastoral care. Being in loco parentis, we teachers need to earn the trust of parents by being readily

available and proactive in keeping them in touch with their child’s progress. Empathy and optimism are key ingredients vital in any walk of life but especially so with the constantly shifting sands of a child’s emotional life. The pastoral role of the Form Tutor is key and regular contact with parents or guardians help to ensure the needs of the child are met. Internal communication is every bit as vital and at Perrott Hill, weekly staff meetings allow for every child to be discussed when the occasion demands.



The home from home

Schools offering boarding such as ours need to create an environment in which children can feel properly at home with their surroundings at the tail end of the day. Effective pastoral care in this instance needs to observe the separation between night and day so that a child's issues in a school day do not follow them upstairs to the dormitory. Furnishings help to create that homely touch but nothing can replace a House parent who takes the trouble to understand his or her charges' needs and, not only that, but is prepared to ensure that they are met.

A friend in need

Effective pastoral care recognises the impression that the entire staff body can make on a child's experience of school from reception staff and bus drivers to groundsmen. All play their part in making children feel

known and valued and need to be trained to ensure they are confident at passing on any concerns they may have concerning a child's welfare. It is vitally important that every child must feel there is someone on the staff body he or she can turn to should the need arise. At Perrott Hill, we attach great importance to our 'circle of care' available to children night and day.

Breadth of opportunity

I like to think of a school as a seedbed where talents can be nourished by diligent and sustained husbandry. As a keen gardener, it's a metaphor that appeals to me and, as I see it, good schools should offer a real breadth of opportunity that can play to a child's strengths, be it a varied range of activities or a programme of events open to willing volunteers. Each provides a chance for a child to realise a talent whilst gaining confidence in their ability. For example, we

have regular debates that are open to children to participate in, as are informal concerts, public speaking and a myriad of other engagements aimed at challenging, provoking and inspiring.

Valuing achievement

We all thrive on praise and one of the most effective means of building a child's confidence and self-worth whilst inspiring their peers is to recognise their achievements. This can come through any number of means, a chance meeting in a corridor or on the rostrum at speech day. Each creates a memory and a well for children to draw from in overcoming the challenges that life poses. Perhaps I am an unduly sentimental school master, but witnessing a child receive recognition at the end of their time at Prep school - and the spring it puts into their step - never fails to move me. After all, it's what we are here for.

WoT! is your story?

Ian Morris, the Chaplain at Bishop's Stortford College, presents an assembly on how to approach the most sensitive of subjects

Let's be honest, coming up with something new, interesting or relevant for an assembly is an onerous task. I know I am in a minority of staff who actually enjoy having the chance of having their say to the assembled throng, but it does mean that one can rarely switch off. My antenna for potential assembly material is always switched on; whether at home or on holiday I'm always on the lookout for a spark that can be fanned into a flaming good assembly.

Of course there are 'ready made' assemblies out there, although I don't believe a good assembly can be taken straight off the peg. Just as we tell the children, when undertaking research, that you have to make the information your own to be truly authentic, so we owe it to them to adapt the assemblies we make use of. Three sites I've found to be very helpful are:

<http://www.assemblies.org.uk/>

<https://www.truetube.co.uk/> (you just need to register to download their materials) and

<https://reflectionary.org/> (I love the author's use of science, maths and creativity to make excellent points)

All of the above sites offer their content free of charge, though donations are appreciated.

Whilst I often like to be energetic in my delivery, in this past year I found that stillness and simplicity packed a powerful punch. Here are a couple of outlines that you may like to squirrel away and work on developing as and when the situation arises:

Imperfection Guaranteed

Guarantee (Noun)

A formal assurance (typically in writing) that certain conditions will be fulfilled, especially that a product will be repaired or replaced if not of a specified quality:

"We offer a 10-year guarantee against rustling"

Synonyms: warranty - warrant - contract - covenant - bond

1. Explain that we live in a world in which we want guarantees. Buying

new, we expect items to be in perfect condition. You could open something new and show the guarantee or point the guarantee that is printed on food labels.

2. Since the advent of the digital age, the mental health of girls has deteriorated alarmingly. Computer generated, doctored images means we have a media obsessed with bodily perfection – boys and girls now strive for this even though it is impossible to reach. People are not products. We are all in our own way, perfectly imperfect.

3. Ask the children to be still and listen to the recording of Keith Jarrett's Cologne Concert (it's available on YouTube: <https://www.youtube.com/watch?v=WSP9Na2ozWM>) for as long as you think they can handle it then tell the story behind the music.

Keith Jarrett was a jazz improviser at the height of his fame in the early 1970's touring Europe. Before he was due to play in Cologne he hadn't slept for 24 hours and had hardly eaten. So when he arrived at the venue to

Last summer term, the terror attacks that hit Manchester and London left us wondering how we ought to respond to these atrocities.

discover that the piano he was due to play was out of tune, broken and too small for the concert venue, he had an almighty a hissy fit! He refused to play and walked out.

The promoter begged him to stay and play – the gig was sold out and so reluctantly, Keith agreed. A piano tuner was summoned and did his best but the duff keys remained. These imperfect keys pushed Keith out of his comfort zone - rather than doing what he usually did, he had to accept the piano's imperfections and work with them. He had to change to suit the piano and whilst Keith expected the concert to be a disaster, instead, the recording of the Cologne concert became one of the bestselling jazz albums of all time.

4. Explain how the children today are assaulted by straplines and ads that repeatedly tell them they're not good enough, thin enough, pretty enough, strong enough, tall enough... and yet all the time the whisper of God tells us that you are fearfully and wonderfully made. They are His children; accepted and loved unconditionally. Life is about learning to live with and love each other's imperfections, for those imperfections bring out the best in us.

When Terror Strikes

Last summer term, the terror attacks that hit Manchester and London left us wondering how we ought to respond to these atrocities. Like many schools, we debated whether we should say something or nothing, deciding in the end that it was better to address the issue rather than avoid it.

Owing to the gravity of the issue, I didn't start the assembly with the usual song and dance routine; it seemed inappropriate and instead we had a sombre start, music gently playing in the background.

1. Have an A3 photocopy of smiling, happy children placed on a music stand in the centre of the stage. Ask the children to just carefully watch the mime that happens next.



2. A pre-warned volunteer slowly makes their way to the photo and menacingly walks up to the photo and takes great delight in ripping it apart, scattering the pieces on the stage and amongst those in the front rows of the audience.

3. You (or a briefed volunteer) enter and are heartbroken at the devastation. Seeing some tape on the stage you begin to stick the pieces back together. Then beckon those with other pieces of the picture to join you on stage and piece the picture together. Keep working until you have all (or most) of the picture back together. Put the picture on the music stand for all to see and walk off stage.

4. Allow for a moments reflection then come back on stage and ask the audience what happened – what do they remember most about the mime?

5. The first response will be to say that so and so came in and ripped up the picture. Explain that when bad things happen, we usually remember the horror of what happened. Because

it is so unusual we can become fixated on the evil and this can make us fearful.

6. Ask what happened next and let the audience tell you that many people came together to help put the picture back together. Explain that when bad things happen it is natural for us to overlook the good. The one bad individual becomes locked in our mind and we lose sight of the many good people who worked hard to help those who were hurt and offer support to those who were scared and upset.

7. Show images if they are available of the emergency services and passers-by helping. Encourage the children that when bad things happen not to ask themselves the unanswerable question of 'why' did this happen but instead to ask themselves, 'what' can I do to help? It might be that there is an opportunity to give money, or write to someone involved and of course they can always pray, asking God to help those in need.

Wishing you all the best for the term ahead.

Outstanding boarding and day school
for boys and girls, 4 to 13 years



The Dragon School, Oxford

“Exceptional”

“The quality of children’s achievement and learning is exceptional”

Independent Schools Inspectorate Inspection Report, November 2014

You are warmly invited to attend
Dragon Prep School OPEN MORNINGS
Saturday 14 October 2017, **Boarding Children**
Saturday 3 March 2018, **Boarding Children**
Saturday 12 May 2018, **Day and Boarding Children**

TO REGISTER YOUR INTEREST
Please contact the Admissions Team

T: +44(0)1865 315405
E: admissions@dragonschool.org
Dragon School, Oxford



Dragon School Oxford www.dragonschool.org



- Early support and screening for English and Maths
- Easy to follow programmes
- No preparation required
- 5 minute sessions that work
- Excellent for English as an Additional Language (EAL)

CALL
FOR FREE
TRIAL



The Five Minute Box

The Number Box

The Five Minute Box

The multi-sensory phonics programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for reading, spelling and writing.

£99.95 (+VAT P&P)

The Number Box

Establishes basic concepts of numeracy using multi-sensory methods and is an intensive catch up programme. It also teaches time, money, shape, measurement, times tables and more.

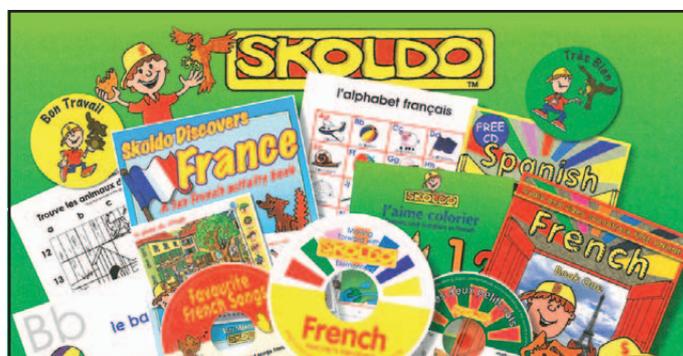
£99.95 (+VAT P&P)

Call us on 01442 878629 or e-mail us at info@fiveminutebox.co.uk for information and to order.

www.fiveminutebox.co.uk

[@fiveminutebox](https://www.instagram.com/fiveminutebox)

[facebook.com/fiveminutebox](https://www.facebook.com/fiveminutebox)



www.skoldo.com
Primary French

Complete Primary French Syllabus
Vibrant Workbooks
Thorough Topic Work
Support Videos
Songs
Schemes of Work
Cross-Curricular
5 -13 yrs

www.skoldo.com
info@skoldo.com 01843 843447

Cardinal Wolsey

Martin Valentine, former Head of Art at Millfield and Sedbergh, discusses a recent commission he completed for Christ Church Cathedral School in Oxford



I completed a painting for Christ Church Cathedral School in Oxford, just before Christmas 2016, which is a version of the famous portrait of Cardinal Wolsey in the National Portrait Gallery.

‘Pupils are inspired by the historic environment’ - ISI Report 2017

In 1546, when Henry VIII founded Christ Church and its Cathedral, he made provision for a number of boy Choristers and a Schoolmaster. From this royal beginning, it has grown to the present school, which has taken its current shape from the building of 3 Brewer Street, under Dean Liddell (father of the Alice immortalised by Lewis Carroll).

The school has been having a refurbishment programme and decided they wanted a portrait of Cardinal Wolsey for the entrance hall.

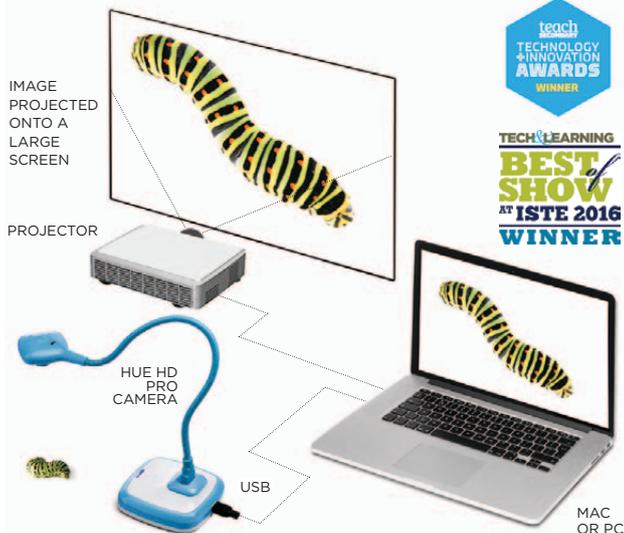
Christchurch was originally ‘Cardinal College’ founded by Wolsey before it was taken over by Henry VIII. I have often copied paintings of various types, in order to understand how they are made and to understand the technique better. The original picture is painted in oils on an oak panel and is rounded at the top. Mine is similarly on an oak panel, but as you can see from the picture, it is rectangular and I have added Wolsey’s coat of arms as Cardinal on the left and as Archbishop of York on the right.

I have tried to keep as closely as possible to the original and in the original size. Tudor portraits were often copied to be sent to various institutions in the same way that photographs would be today, so this painting can be seen as a 21st century version of a well-known portrait. I have very much enjoyed doing it and learned a great deal about the technique in the process.

There has been an article, which you may have seen, in the April edition of Tatler that includes a photograph of my portrait of Cardinal Wolsey with a comprehensive article about the refurbishment.

For a **FREE** 30 day trial go to
www.huehd.com/schools

Meet the new
HUE HD Pro camera
and visualiser for the classroom



TECH LEARNING
BEST SHOW
AT **ISTE 2016**
WINNER

Normal RRP **£44.95** +VAT
Special Offer 10% discount
Limited offer. Please quote ref PS17

www.huehd.com/pro

NEED TO CHALLENGE YOUR PUPILS?



BONUS ROUND PROVIDES
A REWARDING EXTENSION.

PUPILS HAVE A CHANCE
TO SHOW THEIR ABILITY.

PMC PROVIDES A
PROBLEM SOLVING
CHALLENGE WHICH ALL
PUPILS CAN TACKLE.

www.primarymathschallenge.org.uk

The Mathematical Association,
259 London Rd, Leicester, LE2 3BE
Tel: 0116 22100 14 Email: pmc@m-a.org.uk

Registered Charity No: 1117838 VAT: 199 3211 41 GB

Are you getting the most out of SchoolSearch?

Have a look at your school's profile on our leading online guide to UK independent schools – www.schoolsearch.co.uk



Now with dedicated search pages for UK regions and counties, many of which feature on the first page of Google search results.

Add your school's dates to our open days calendar and send us your success stories to post in the news section, which also includes leading advice and features provided by our featured schools.

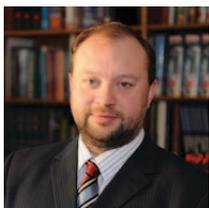
Featured schools can add social media links to their profile, including embedding a Twitter feed, and can showcase a promotional YouTube or Vimeo video.

Our site has visitors from across the world looking for UK independent schools, and an established UK audience. Families can find and compare their nearest schools with our postcode search.

SchoolSearch is in association with John Catt's *Which School?* guidebook, now in its 92nd edition, *John Catt's Preparatory Schools* and *Which London School?* & the *South-East*.

Contact: enquiries@johncatt.com or call 01394 389850

The valley of Ampleforth



David Moses, Head of School at St Martin's Ampleforth, discusses community and a sense of family at his school

The strongest bond that is formed between humans is within the family. The essential network of familial relationships helps to nurture the young, support the weak, and challenge those with untapped talent.

The Rule of St Benedict understands this and places most emphasis on the creation of a community that echoes the bond of the family. The abbot is the father, and through him both discipline and caring regard for each individual fosters a sense of belonging, service, and love within the community.

At St Martin's Ampleforth we follow the monastic pattern and the adults involved in pastoral and academic care set clear boundaries and form influential relationships with their charges, so that students can grow up here feeling safe, and feeling that their teachers understand them, and help them to make the most of their own talents.

As a wider family the valley of Ampleforth cradles a community that seeks to engender a comfort and warmth, lasting ties that last well into the students' life.

We regularly have returning students who feel that the relationships they formed here were important enough that they want to share significant life events with us. They return with partners and new families, or

when they have suffered a loss or disappointment, and do so to 'touch base' and to be enfolded once again by this community.

Our students and families return to the valley because there is a feeling of being spiritually uplifted, healed, understood and loved which comes from the outstanding beauty of the landscape and the unwavering stability and calm prayer of our community of monks in the Abbey Church. The Ampleforth family is given its 'spiritual north' by these deep connections.

I recently spoke and wrote about the psychology term 'flow'. I asked St Martin's Ampleforth pupils to think about when they have been on the beach, making sand castles, or in play, and became deeply involved with what they were doing. We have to feel relaxed and secure, but if we are then in that state we lose track of time, our minds wander, and our thoughts flow without our being self-aware, or trying to control them. When in that state we are not consciously asking questions, or purposefully thinking. We are not aware of our self, even. For a time, we just are.

Modern life does not afford us many such opportunities to find this complete concentration and absorption in which our egos fall away, and in which there is

little distinction between self and environment... or between past, present, and future. I explained that this is why things associated with the family and with childhood, such as play, should not be thrown too easily away. I explained why childhood itself is so important and not to be rushed through. Perhaps we are in a bubble in this beautiful valley. Perhaps we can continue to protect our children, and nurture their very childhood. Let your children be children, surrounded by the care for the family. Perhaps we may, for that little bit longer than the modern world would allow us to do, hold on to it.

Steered by a moral 'Compass for Life' nurtured by the Benedictine ethos, children are taught at co-educational Preparatory School St Martin's Ampleforth (3-13) and Ampleforth College (13-18). Ampleforth also runs a Permanent Private Hall in the University of Oxford, St Benet's Hall.

Dressed to impress

Louise Anderson, a School Relationship Manager at Perry Uniform, reveals all on what goes into designing school uniforms

Falkner House, West London, is an independent school for girls from 4-11 years with a nursery for 2-4 year olds. The school was opened in 1954 by Flavia Nunes and continues to be family owned, with second and third generation family members managing the school today. Building on its' success, this September sees the opening of Falkner House Boys School in Penywern Road.

Perry Uniform has been supplying the girl's school uniform for the last ten years and we were excited to be given the opportunity to design and supply the new boys' uniform and sports kit.

The task of creating a uniform and sports kit can be daunting, so we've spoken to Louise, a School Relationship Manager at Perry Uniform, to find out more about what is involved.

Before designing the uniform what was the brief the school gave you?

When it comes to designing a new or enhancing an existing uniform and sports kit, it's important to understand the school's brand and identity. Falkner House wanted their uniform to reflect their vision, which is to provide an outstanding academic education in a family atmosphere. As they say on their website 'We are Londoners through and through, embracing the best of British values in the most dynamic and diverse of cities'.

Two important design details of their existing uniform are the flashes of red and the school crest, the falcon, both of which are prominent in the girl's uniform and are synonymous with the Falkner House brand. Where



It's rare that a school will have a totally clear understanding of the possibilities available to them, so it's important not to be concerned about what you are looking for.

possible, they wanted to use British woven cloth and to have British manufactured garments.

Was the existing Falkner House girls' uniform an influence?

From the outset, it was considered important that the boys' uniform would complement the girls' uniform, presenting a cohesive brand identity across both schools. To ensure continuity between the two schools, the school decided to take the opportunity to enhance the girl's uniform at the same time.

Ideas were discussed about how to include the falcon crest - the girl's uniform has two falcons embroidered on the collars of the blouse. To reflect this in the boy's uniform a tie was designed with the falcon printed across it. A subtle but effective way to ensure there is continuity between both uniforms while maintaining an individual look for each school.

What do you think are the standout features of the Falkner House uniform?

The girl's uniform has a unique and distinctive cloak and so we were all keen to create something equally eye catching for the boys. We designed a warm classic double-breasted wool coat with a striking red lining and flashes of red underneath the collar and pocket flaps. These details will be

just as distinctive as the girl's cloak.

How does the process of designing a new uniform work?

We begin with an initial meeting to determine the brief and understand what the school believes its brand values to be.

We enjoy suggesting possibilities not previously considered to challenge pre conceived ideas. Often the school may not be aware of the options available to them. This enables us to understand the school's vision and begin to interpret their ideas.

We follow up with Computer Aided Design (CAD) drawings of potential uniform options, to help the school to visualise the product. Alongside these drawings we provide swatches of fabric so the school can really understand the quality of the materials we are proposing.

Having presented initial ideas, the school will give feedback on their likes or dislikes which enable us to refine designs to approval before we make initial samples. Sample garments are the culmination of the design process and are the result of us honing down a school's ideas to practical garments. These samples enable the school to visualise their uniform and ensure they are happy with the proposed look.

How long does it take to design a uniform and to have it available for parents to order?

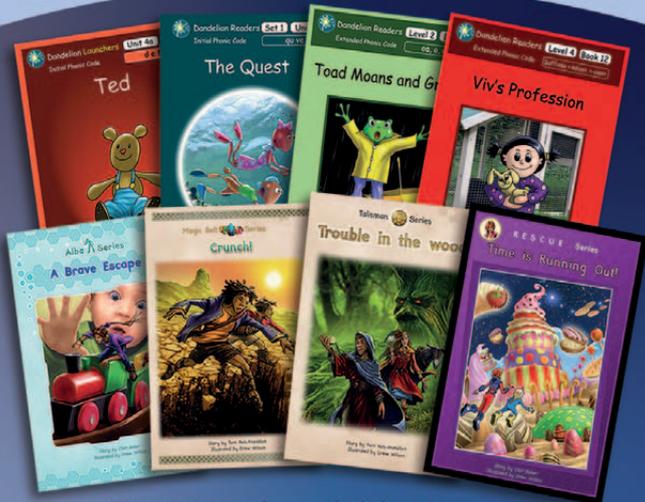
Ideally the process to design a new uniform begins during the summer term prior to launch during the summer term 12 months ahead; at Falkner House Boys the process began in the Spring of 2016 and was complete in Spring the following year ready for introduction at Easter for new starters in September. Perry has been known to design and deliver a uniform in less than six months – so there are no hard and fast rules!

Do you have any advice for other schools wanting to create a new uniform?

It's rare that a school will have a totally clear understanding of the possibilities available to them, so it's important not to be concerned about what you are looking for. That's our job! We can help with the whole process, from interpreting your ideas, giving you suggestions for ideas you may not have considered and delivering a uniform and sports kit that exceeds your expectations!

Contact Caroline Bunting at caroline@perryuniform.co.uk or call 0113 238 9520 to find out how Perry Uniform can work with you and your school.

Get all children reading
with fantastic phonic books!



Exciting decodable stories
for beginner and catch-up readers



Email us today for a free catalogue!
enquiries@phonicbooks.co.uk

Visit: www.phonicbooks.co.uk
Phone: 01666 822 543



World of Maths

**HANDS-ON, FUN & EDUCATIONAL
PROBLEM SOLVING ACTIVITIES
FOR STUDENTS**

GREAT REASONS TO BOOK?

- We come to your school • Students are kept fully occupied
- Promotes positive attitudes towards mathematics
- Activities cover a variety of topics on the National Curriculum
- Most of the activities relate to real life situations
- All abilities are catered for • Worksheets & answer sheets
- Team work encouraged

Half days £330 Full day £495

Email or call for more pricing information

www.worldofmaths.co.uk

Tel: 08006124716 Email: booking@worldofmaths.co.uk



Physical and mental challenges for children

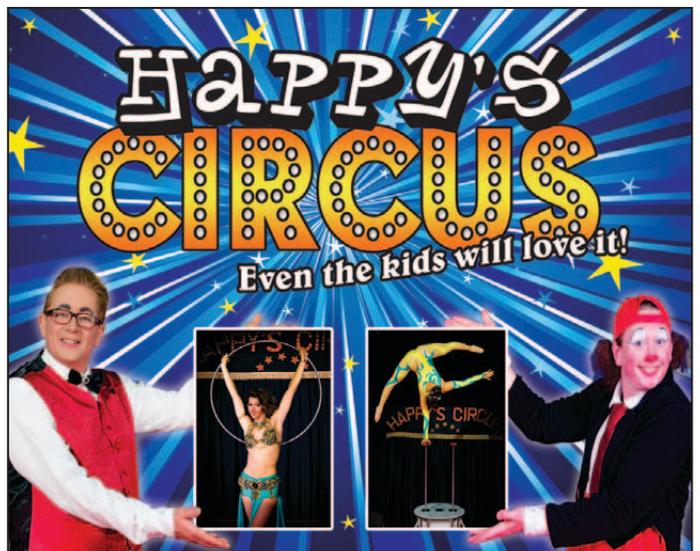
Parkour and Wall Bouldering

- suitable for children of all abilities
- designed in conjunction with professional Parkour practitioners and climbers



Lappset's equipment can be designed to suit any site, whatever its size or situation, and tailored to the needs of users. We handle everything from the initial project design and manufacture through to installation.

Contact us to find out more
07725 956026
chris.jones@lappset.com
www.lappsetatest.co.uk
www.lappset.com



Dedicated to Fundraising since 1992

TWO CIRCUSES TOURING SCHOOLS ACROSS THE UK

★
Raise
£2500+
Profit
★

2 HOUR FAMILY SHOW
BIG TOP SEATS UP TO 600
FULL MARKETING SUPPORT
WITH POSTERS & TICKETS

★
Unique
Educational
Entertaining
Experience
★

Call Angie & the Fundraising Team
for a free Information Pack

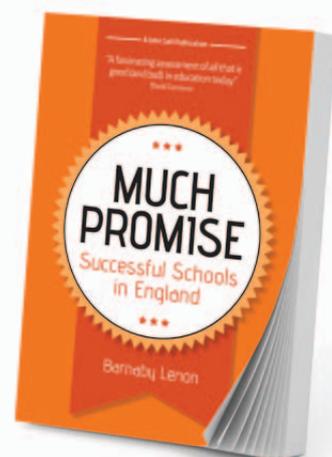
02380 613288

Reliable*Compliant*Tried*Tested*Professional

www.happyscircus.co.uk

A tale with Much Promise

Paul Jackson discusses Barnaby Lenon's book *Much Promise: Successful Schools in England*



When someone such as David Cameron says that a book is 'A must-read for teachers, parents, policy-makers and anyone interested in making sure that children are able to reach their potential', then it would appear to be sacrilege for anyone who calls themselves a teacher not to at least pick it up. I did, and not only found it difficult to put down but I will also keep it close to hand because it will be invaluable in answering so many questions about education, such as 'why do we do this', 'when did we start doing it' and 'is it any good' – the sort of questions which come to mind for me on an almost daily basis.

Andy Buck of Leadership Matters reviews the book: 'A tour de force! A thorough summary of evidence, research and analysis combined with eminently accessible practical examples. Really got me thinking...' – and it certainly did the same for me.

Of course, it helps a great deal when the author has been there, done it and wears tee shirts emblazoned with 'educated at Oxford, and taught at Eton, Sherborne, Highgate and Holland Park Comp'. If heads wore blazers, Barnaby Lenon's would have the badges of Trinity, Croydon and Harrow on it whilst his Green Jacket would signify his position as Chair of the Independent Schools Council. This is, indeed, an impressive CV and this is an impressive book too. Superbly written and researched, of that there is no doubt, but the value added for me is that the author is

fully prepared to give his own weighty views and comments to the findings. A couple of simple examples spring to mind on the myth that if you know something, you can teach it, Mr Lenon firmly kicks that one into touch with 'No, you have to know how to teach a subject'. Subject knowledge is not enough. Then, on the question of single or double desks where many less able or lazy children are able to conceal their weakness by copying provides the reason why it is better to buy single desks and, if you must, push them together.

I enjoyed the book on several levels and, having given due and honest credit to both author and content, my following comments are not meant to demean in any way. As I read it, with pencil in hand, I was reminded of the joy of ticking boxes in an I Spy book or underlining numbers of engines in an Ian Allan Book of Steam. It was that wonderful feeling of sharing a passion and thinking 'yes, I do that', 'I couldn't agree more', 'I've seen that happen', 'yes, I was never sure about that', 'mmm, don't agree with that' and so on. I rejoiced and put a big tick in the margin when whole class teaching was applauded: the best teachers are passionate about teaching and learning, positive relationships with children, classroom management.

I really empathised with the author; 'I loved the acting element. Every lesson could be a show. I loved the fact that I could make a difference... Finally, I loved the fact that I was

part of a good system, a good school.' The case studies of successful schools were fascinating. The rise and rise of Brighton College under Sir Anthony Seldon struck a chord for me, personally – and every conceivable aspect of school life is considered – including stress and mindfulness. My only disappointment was that the author mentioned Common Entrance but didn't discuss it, sadly.

That notwithstanding, I found this a compulsive and cathartic read! In so many aspects of this book, I found confirmation of the *raison d'être* of why I have enjoyed being in our schools and why I continue to desire to be involved with education in particular and schools in general. I sincerely hope that you will feel similarly inspired.

Finally, I found a quote which sums up for me, in part, the essence of SATIPS. It is based on an Ofsted report on The London Challenge: 'Working with teachers from other schools with similar challenges, outside the confines of their home school, enabled frank discussions of strengths and weaknesses in their own teaching [...] This taught teachers to become reflective practitioners and they began to share that skill with their colleagues...'

Thank you, Barnaby.

Much Promise: Successful Schools in England by Barnaby Lenon is available to order now from the John Catt Bookshop

Planning for the future



Jon Grantham, a Director of Planning at LUC, discusses the future of school buildings

Believe it or not, planning is there to make things happen. The National Planning Policy Framework (NPPF), advises local planning authorities to give great weight to the need to create, expand or alter schools. Published in March 2012, this was a direct response to the growing crisis in school place provision across the country and based on the premise that positive planning could help solve the problem. This has shifted the debate about schools promoting development projects, viewing increasing numbers as a positive thing, rather than something about which to be defensive. In my view, this is part of a wider shift to a more positive approach to the town planning process from which independent schools can benefit.

Governors, headteachers and bursars are ambitious, rightly seeking to provide an excellent education for all

pupils in high quality buildings and surroundings. This creates a demand for new buildings and facilities which can be marketed as being in the vanguard of innovative learning. Similarly, there is a requirement to maintain important historic buildings, which so often feature prominently in schools' marketing.

Planning constraints can sometimes thwart these ambitions if not handled correctly. There are restrictions on the area of land that can be developed (Green Belt, flood plain, etc); loss of playing fields may be opposed by Sport England; protected trees, bats, badgers or newts can get in the way; or the impact on a listed building may be judged unacceptable.

The most effective way of overcoming planning issues of this sort is a school masterplan. These are simple documents which give expression to the aspirations of a school, showing

what type of development is required, where it should be located, when and why it is needed.

Royal Russell School faced many of these issues a few years ago when it embarked on a significant series of developments aimed at enhancing provision for performing arts, dining, outdoor sport and residential accommodation. LUC has worked with the school to help bring these projects to fruition. The new performing arts centre, dining and sports facilities are already in use, and two new residential houses will follow in September this year.

The ambitious programme of completed development is the result of a clear masterplan, formulated by the senior management team at the school, assisted by its professional advisers. Although simple in conception, the masterplan sets out the sequence of development required to fulfil



Royal Russell aerial view -
Royal Russell School

the school's ambitions, so it is easily understood by the local planning authority, in this case Croydon Council. The entire school estate is within 'Green Belt' where there is a presumption against 'inappropriate development', unless 'very special circumstances' can be demonstrated. Inappropriate development is anything that is not ancillary to outdoor sport and recreation.

The masterplan enabled the school to demonstrate very special circumstances by showing an interlinked series of schemes, the net effect of which had no overall impact on the openness of the Green Belt, a key policy test. The council agreed that the creation of the new accommodation would help to meet the pressing need for school places in the borough, in accordance with the policy guidance in the NPPF, citing it as one of the very special circumstances. In the final reckoning, the Chair of Croydon's Planning Committee commended the school for the approach taken. The masterplan was the vehicle by which council members were taken through the process, supported by comprehensive evidence and endorsement from the public consultation exercise undertaken by the school.

It is apparent, therefore, that there is a positive planning climate within which independent schools can bring forward development schemes, but the rush to create new places and expand choice in education should not come at the expense of quality in design. Planning authorities rightly place significant emphasis on good design, and should refuse schemes which fall below the required standards. Also, we all want our children to learn in well-designed, stimulating surroundings.

One particular aspect of design that resonates in many schools is respect for the historic environment. Schools are the custodians of a rich heritage, keeping buildings and grounds in good fettle for future generations. Alongside places and choice, the NPPF states that local planning authorities

should recognise that heritage assets are an irreplaceable resource and conserve them in a manner appropriate to their significance.

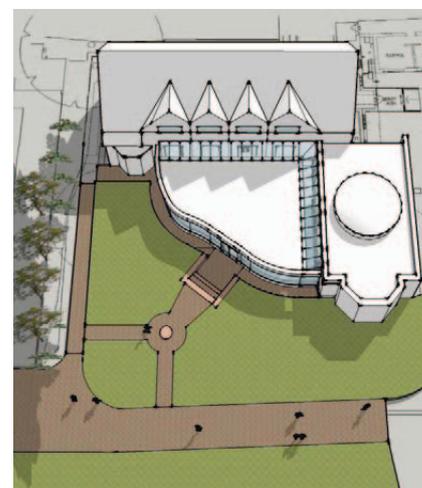
Translating this to the school environment, any intervention into the historic fabric must be supported by a proportionate analysis of the asset being affected. This is the basis upon which judgements are made about harm to the historic environment. A Heritage Assessment is the means by which significance is documented and how this will be affected by the proposed development. Ultimately it should set out the argument why, on balance, a scheme should be given planning permission.

LUC has been planning adviser to Chigwell School for over a decade. The school is the centrepiece of Chigwell Village Conservation Area, which was designated in recognition of the survival of a coherent and harmonious group of historic buildings with fabric dating from the 12th century. In 2016, the school embarked on its latest project. Having successfully built new sports and grounds maintenance facilities, a new pre-prep school and a new Sixth Form centre, there was a pressing need to increase dining capacity. The preferred option is a modern extension to the existing dining hall, which occupies a site in the most sensitive part of the grounds, lying as it does within the curtilage of the original core building, a Grade II listed building and designated heritage asset of the highest significance.

LUC, working with Ed Toovey Architects, undertook extensive pre-application consultation with Epping Forest District Council's Conservation Officer and Historic England, the Government's statutory adviser on heritage, during the site selection process and subsequent design. This ensured that Historic England supported the scheme when it was considered by the planning committee in January 2017. It was judged that the new extension struck the right balance between

being an architectural statement in its own right while fully respecting the sensitive historic environment within which it sits. The dining hall extension is due to be built this summer.

In my experience, the days when councils were hostile to the aspirations of independent schools are drawing to a close. If time and effort is spent explaining the nature of educational provision, and especially demonstrating why new development is required, successful planning applications usually follow.



New dining hall for Chigwell School – Ed Toovey Architects

While the system is not perfect and is increasingly hampered by lack of staff due to funding shortages, its *raison d'être* is to allow the right development in the right place. If schemes are well thought through, supported by sufficient evidence, and well presented, they generally receive planning consent. The importance placed on planning for choice in school places by the Government in the NPPF adds another layer of encouragement for those considering the next stage of development at their school. The time is right to press ahead with your scheme.

Jon Grantham MRTPI, is a Director of Planning at LUC. With over 30 years' experience in planning, Jon has guided many independent schools through the planning process to enable them to build new facilities.

SATIPSKI results

Below are the winners for the 2017 SATIPSKI!
 Congratulations to all who participated...

INDIVIDUAL RESULTS:

Under-11 Boys

First place: Ben Bate-Aldridge, Cranmore, Time – 25.70

Second place: George Wilson, Aldwickbury, Time – 27.50

Third place: Lucas Osman, Aldwickbury, Time – 27.76

Under-14 Boys

First place: Calver Barnes, Cranmore, Time – 26.44

Second place: Jonty Dawes, Aldwickbury, Time – 26.97

Third place: Harry Hine, Aldwickbury, Time – 27.04

Under-11 Girls

First place: Nicole Bateman, Chesham Prep, Time – 28.99

Second place: Daniella Bateman, Chesham Prep, Time – 29.68

Third place: Matilda Bell, Abbott's Hill Prep, Time – 34.08

Under-14 Girls

First place: Ophelia Vesely, Danes Hill, Time – 28.58

Second place: Juliette Walsh, Danes Hill, Time – 34.68

Third place: Rose Jovanovich, Danes Hill, Time – 34.95

Team results:

Under-11 Boys

1. Cranmore – 1:26.35

Ben Bate-Aldridge, Henery Williams, Archie Bowles, Grant Messinger

2. Aldwickbury – 1:26.82

George Wilson, Lucas Osman, Ben Mealey, Thomas Bates

3. Danes Hill – 1:26.94

Jack Weeks, Henry Grace, Luca Jovanovich, Matthew Gillett

Under-14 Boys

1. Aldwickbury – 1:23.43

Jonty Dawes, Harry Hine, Max Kilpatrick, Alistair Cree

2. Cranmore – 1:26.07

Calver Barnes, George Williams, Edward Pearson, Archie Soley

3. Aldwickbury B – 1:33.08

William Wilson, Jasper Walter, Patrick Mackie, Louis Elder

Under-11 Girls

1. Chesham Prep – 1:35.69

Nicole Bateman, Daniella Bateman, Jemimah Donn, Amelia Booth

2. Abbot's Hill Prep – 1:48.21

Matilda Bell, Charlotte Gillham, Cassandre Peters, Isabella Hipson-Holder

3. St Hugh's – 1:51.27

Sophia Rosenfeld, Georgia Walker, Tashy Back, Alys Lutterell-Hunt

Under-14 Girls

1. Danes Hill – 1:37.92

Ophelia Vesely, Rose Jovanovich, Olivia Roger, Juliette Walsh

2. Lancing Prep –

Tallulah Redman, Freya Waterworth, Madi Banks, Kitty Chadwick-Healey

As we prepare for the 2018 Competition, we are delighted to welcome on board the IBT Travel Group as our principal sponsor. The company comes highly recommended from a number of our member schools and is now in its 31st year.

The two original Directors are still in charge and with several members of the staff clocking over 25 years with the company, IBT Travel has evolved into one of the UK's

leading independent tour operators specialising in top level ski tours for discerning party leaders.

The focus remains on delivering a superior ski experience for groups without compromising the quality of the services provided and over 80% of the Company's business is repeat business.

IBT are delighted to offer SATIPS schools a free inspection visit weekend – to be their guest for the weekend,

ski one of their top resorts and meet with some of their key personnel.

For details and dates regarding the free inspection visit programme please email Jim Connor at jimc@ibt-travel.com – or for details on the full ski programme, please take a look at the IBT website at www.ibt-travel.com/ski

We look forward to a long and successful association with Jim and IBT Travel.

Get them buzzing about maths

The Primary Mathematics Challenge, introduced in 1999, is a fun and exciting mathematical brain teaser that saw over a million children enter in the competition in November 2016

How do you prepare your pupils for the PMC?

All the teachers asked used the PMC book series 'Challenge Your Pupils', and additionally they used the PMC Past papers and the online paper.

'We try and use PMC style questions as part of our approach to teaching Maths throughout the school. We firmly believe in placing 'real' problem solving at the heart of our Maths learning' – Rachael Vaughan, Bute House Prep School

'We do a past paper collaboratively, in pairs the week before and discuss types of questions and approaches such as process of elimination' – Joyce Lydford, Balgowan Primary School

What do you consider to be the advantages to a) pupils and b) the school?

'For the pupils it helps to build their confidence and challenges them in a mathematical context which is different from classwork. For the school it raises the profile of maths and it is great to have that sense of achievement' – Laura Venn, Tubbenden Primary School

'For the pupils it's a chance for the brightest mathematicians to shine, and for more able children to have an annual challenge to

look forward to. For the school, it's a mark of us making maths important and giving our pupils the opportunity to compete against other able mathematicians across the country' – Dustin Carere, Chislehurst CE Primary

We asked whether PMC helped pupils develop their reasoning skills? The answer was a resounding yes!

'Definitely. There are even some questions which really lend themselves to methods of teaching that are really current, for example bar modelling' – Dustin Carere

'Absolutely. Reasoning is a key element in the PMC – even if it's just a question of reasoning why you should not circle the obvious answer without thinking!' Debra Higginson, Nascot Wood Junior School

We also asked about PMC and mastery...

'Mastery is deepening and broadening understanding and knowledge and PMC is an outstanding opportunity to do just that' Debra Higginson.

We asked some of the February 2017 Bonus Round participants to give us an idea of what the PMC meant to them:

What did you enjoy most about taking part?

'Only a few people around the world got to take part; it made us feel very proud' – Hargun and Olivia

'I enjoyed going over the questions, and looking at the patterns of numbers, and doing it all with my friends.' – Eleanor

What do you enjoy doing in your maths lessons?

'I enjoy doing investigations because my teacher always makes sure that they are challenging, and when they get frustrating, we all work together and it feels amazing when we finally find the answer' – Molly

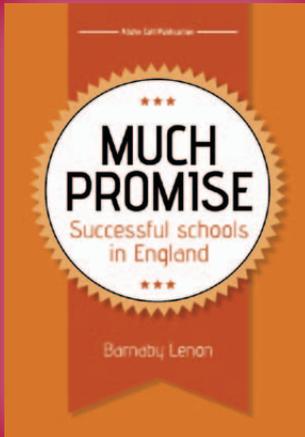
Would you recommend taking part in the PMC to other children?

'Yes! We loved the questions and the challenge. We want others to feel the pride we felt when we received our awards' – Adithya and Toby

'Yes! Even though you may not be able to work out all the problems – which we couldn't – you can still try it and enjoy it' – Olivia and Hargun



NEW TITLES FROM JOHN CATT EDUCATIONAL

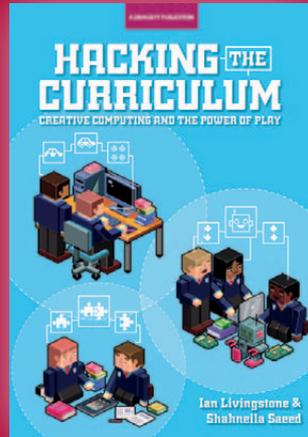


Much Promise

Successful schools in England

By Barnaby Lenon, chair of the Independent Schools Council

£15

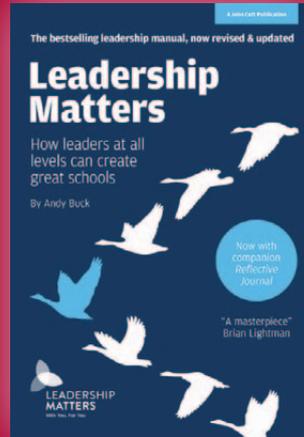


Hacking the Curriculum

Creative computing and the power of play

By Ian Livingstone and Shuhneila Saeed

£15

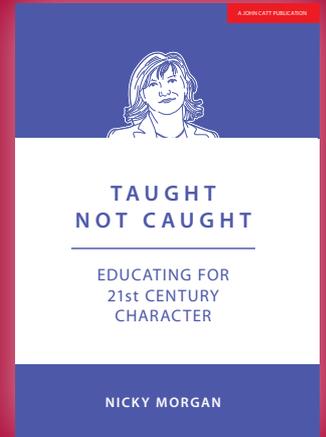


Leadership Matters

How leaders at all levels can create great schools

By Andy Buck

£15

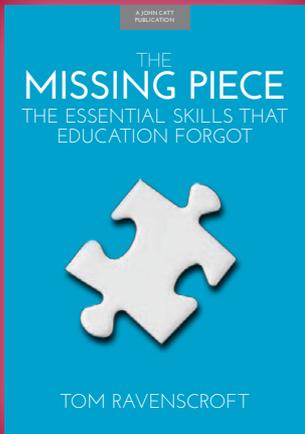


Taught Not Caught

Educating for 21st century character

By Nicky Morgan MP

£12



The Missing Piece

The essential skills that education forgot

By Tom Ravenscroft

£15

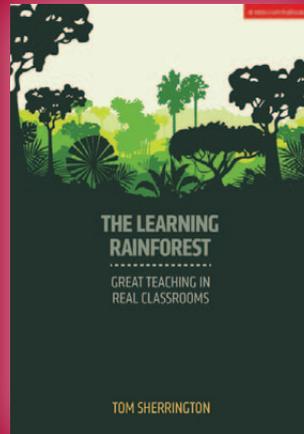


What Does This Look Like in the Classroom?

Bridging the gap between research and practice

By Carl Hendrick and Robin Macpherson

£18

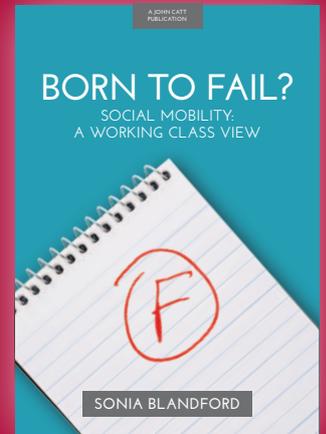


The Learning Rainforest

Great teaching in real classrooms

Tom Sherrington

£16



Born to Fail?

Social mobility: A working class view

By Sonia Blandford

£14

Independent thinking for education

booksales@johncatt.com 01394 389850

Johncattbookshop.com



The SATIPS Broadsheets are a superb practical resource for schools. Each issue, we intend to highlight a different subject area.

SATIPS

Support and training in Prep, Primary and Senior Schools



Broadsheet

SATIPS goes from strength to strength and is becoming, once again, a very successful organisation. However, I know that many of you have not been receiving Broadsheets over the last few years, since the decision to only offer them as an email attachment. Often they are not sent around to the various departments and for those who have spent time sending in articles and ideas, this has been a frustration.

So the next few Broadsheets will be again sent as paper copies, and hopefully those of you beaver away in music departments up and down the land might once again start to peruse them from time to time and hopefully find some useful ideas contained within the pages.

So for this term I have decided to paste together the last two copies of the Broadsheet, one with various lesson ideas and another with short clips to inspire your classes.

In the Spring Term, I asked you all to send me ideas for music modules based around a particular musician. Many thanks for all your replies. Some of you went into great detail and sent me whole schemes of work. I have included everything on the basis that any information might be useful to other music teachers around the country. Many thanks to all those who got in touch. If you would like to be added to my (occasional) emails, please message me.

Tim Frost – Music Broadsheet Editor

Perrott Hill School

Year 6

My Year 6 enjoy studying the fourth movement of 'Concerto for Orchestra' by Bartok. I use a skeleton score which they become very good at following. There are a number of very good performances of this work available on YouTube. We look at how Theme A and Theme B contrast (Theme A is mostly woodwind and staccato and quite high, compared to Theme B which is mostly strings and legato). They enjoy looking at Theme C in which

Bartok appears to mock the Shostakovich Theme from the Leningrad Symphony. This section could easily come from a cartoon and so we watch some 'Tom and Jerry' cartoons with the sound track and then without. This really emphasises the power of the music and the ability of the music to carry the story. Lots of technical vocabulary can be used as part of this study: Woodwind, brass, strings, accompaniment, pizzicato, concerto, cadenza, unison, harmony, major, minor, modal, trill, glissando.

We use the Mozart Horn Concerto from the BBC 'Ten Pieces' DVD and Haydn's Trumpet Concerto from 'Ten Pieces II' to learn the meaning of the word 'Concerto' and this prompts the conversation about how can it be possible to have a 'concerto for an orchestra' if a concerto is mostly about a solo instrument accompanied by the orchestra. There is lots of scope for history with Bartok moving to the USA to avoid life in a Europe overrun by Hitler and about how Europe was changing from being mainly agricultural to being industrial which caused the movement of people from rural to urban areas with the resulting breakdown in the extended family and the consequent loss of folk traditions. The book on which I have based by skeleton score is very old (Projects in Music Book 2, Published in 1967(!) by Longmans).

There is lots of scope for extending knowledge of folk song and talking about how important it was across Europe for folk songs to be collected before they were lost. Learning to sing lots of folk songs is of course a part of what we do and if you use some British Folk Songs you can tick the box for 'British Values'.

There is also lots of opportunity for composition and our children enjoy using the rhythm of the first theme to improvise a melody on their keyboard.

Year 3

This year I have been teaching music to Year 3 for the first time. We had a great series of lessons (two each week) when

the theme was 'The Sea'. We listened to lots of music about the sea and learned lots of songs about the sea including lots of songs about pirates. Lin Marsh's book, 'Earth, Sea and Sky' was an invaluable resource. For one lesson we even dressed up as pirates and at some point in each lesson we watched an episode of Captain Pugwash. Each episode only lasts for about 4 minutes and we discovered that one of teachers at Perrott Hill had been an artist on the show and had done many of the original drawings.

Year 3 also enjoyed making and recording a radio programme. All the children took part in the songs we sang and a few performed a solo. Some children read a story and others were interviewed about things they enjoyed. They all had a go at composing a jingle for the station. It is amazing how the presence of a microphone makes everyone really focus. We hope to put the final product on line and to send it to parents.

To raise money for our new building lots of academic staff learned to play an instrument and to take Grade 1. This has been great fun and a big talking point in the Common Room, especially as the date for the dreaded Grade 1 examination loomed ever closer. Lots of colleagues felt that it was very humbling to go back to being a learner once again. Many felt that the struggles they had mirrored the hurdles that they saw in children trying to overcome in their own lessons. I believe that being a good teacher can only be helped by being regularly reminded in a really practical way about how it feels to be an active learner once again – especially if you are out of your comfort zone.

New Music School

During the summer a new Music School was constructed at Perrott Hill. It was built by a company called Green Modular and we are delighted with the finished product. We have a classroom, a recital room and six practice rooms plus two loos. The green roof and the cedar cladding fit in well with the landscape of South Somerset.

We were delighted that Sir Neville Marriner came to open the building. Sir Neville and Lady Marriner had a house fairly close to school and they are friends of one of our most supportive families. Sir Neville was marvellous with the children when he came to school. He spoke and they performed at the opening ceremony. We were all deeply saddened by Sir Neville's death just a few weeks later. There is to be a memorial concert as part of the Beaminster Arts

Festival on 1st July. Sir Neville had been the President of the festival for many years. We will perform a variety of music which will include Will Todd's 'Call of Wisdom' which our children love, Howard Goodall's setting of 'Love divine all loves excelling' and Malcolm Archer's 'Rejoice! The Lord is king'. One of our young flute players will perform a flute sonata by the English baroque composer John Stanley in whose music I have had an interest for many years and our String Orchestra will perform a section from Vivaldi's 'Four Seasons' which was a great success for Sir Neville and the Academy of St Martin's in the Field. We hope that the concert will feature in the local media and it may even be reported nationally.

We love taking choir trips and at Perrott Hill in the last few years we have been to Rome, Prague and most recently to Venice. They have all been really successful but Venice was by far the most challenging and not to be recommended for a Prep School choir. Too much water, too many people and too many narrow streets!

Our Year 2 Violin Scheme which we started 5 years ago has really begun to bear fruit and we now have lots of children in Years 5 and 6 heading towards grade 4 and grade 5. We have an inspirational teacher for this scheme but it is still hard work. The school invested heavily in instruments and whilst parents initially thought it strange that everyone learned to play the violin Year 2 it is now simply part of the culture.

Trevor G Barr, Perrott Hill School, Crewkerne, Somerset

Crosfields School

Composer: Edward Elgar

Pieces studied: Enigma Variations

Lesson/ module outline: Music and Character is the topic. Starting with Elgar's musical portraits leading to leitmotif in films. Mixing old and new music is always a winner. Elgar's original theme is used in the Matrix!

Any other info: Pupils use the note letters in their name to create a piece. Can use flats and sharps too for differentiation.

YEAR 7 UNIT: Music and Character

About the unit: This unit is based around how composers, in particular Elgar in his Enigma Variations, have written for different characters. The concept of the leitmotif is introduced as pupils discover how the inter related dimensions are used to illustrate the personality and the

traits of these characters. Pupils will be involved in the composing of character based pieces. Pupils will also learn to play a variety of well known and current leitmotifs. They will have an opportunity to create their own score for a Wallace and Gromit short.

Prior learning:

It is helpful if children have:

- written more detailed answers before
- some knowledge of the leitmotif music

Vocabulary:

Leitmotif

Theme and variations

Resources:

Enigma Variations; A selection of leitmotif listening materials; Leitmotif music sheets; Wallace and Gromit “A Matter of Loaf and Death”; Movie Maker

Expectations:

At the end of this unit:

Most children will write good answers which are descriptive and relevant to the music but will miss some of the important detail; use their notes in their name to create

music with patterns, rhythm and structure; play a variety of leitmotifs with accuracy of notes and mostly correct rhythms; compose their own theme for a character with music that is appropriate with good melodic or rhythmic content; contribute well to Wallace and Gromit task

Some children will not have made so much progress and will write some good answers for the easier characters but their work will lack relevance and detail; use their notes in their name simply to create repetitive music; play one of the leitmotifs with accuracy; compose their own theme for a character with music that has some use of melody or rhythm; compose mostly sound effects for the Wallace and Gromit task

Some children will have progressed further and will write impressive answers which are descriptive, detailed and relevant to the music; use their notes in their name to create imaginative and catchy music with patterns, rhythm and structure; play most of the leitmotifs with accuracy and will attempt to provide suitable accompaniments for them; compose their own theme for a character with music that is well conceived with clever use of melody, harmony or rhythm; provide individual music for the Wallace and Gromit score.

Richard Adams, Crosfields School, Reading

LEARNING OBJECTIVES	TEACHING ACTIVITIES
Children should learn	
how Elgar created music to fit with people’s personalities	Introduce the concept behind the Enigma Variations. Listen to six examples. Pupils work out what the person is like – gender, relationship to Elgar and personality.
to compose a piece of music using the note letters in their name	Each pupil writes out their full name and then separates the musical letters to create a pattern of notes. Pupils can only use these notes in their piece to describe themselves. Once short pieces have been composed then record. Try playing more than one piece at the same time. Use pitched instruments only
about leitmotifs and their importance in films	Explain what a leitmotif is and why they are used in film? Ask the class who would need a leitmotif?
to comment on how a composer has captured the personality of a character	Listen to five leitmotifs Pupils discuss how the composers have brought these characters to life?
to play a number of well known leitmotifs	Pupils can use keyboards, pitched percussion or their own instruments to perform this task. Learn at least one in its entirety, Higher ability pupils can add an accompaniment to each one
to compose their own leitmotif	Pupils need to choose a character and write a short theme to describe their personality. Brainstorm some of the possibilities: Superhero, Villain, Spy, Princess, Cool Kid. Could work with a partner or alone and then the class could make up a scenario involving all the characters
to provide a score for a Wallace and Gromit animation	A Matter of Loaf and Death features an array of characters, incidents which need music. Pupils can choose which aspect of the film they wish to represent. Use percussion or melodic instruments

LEARNING OUTCOMES	TEACHING NOTES
Children	
are introduced to the Enigma Variations	Play the theme as the piece is theme and variations. This part of the music is used in the film, the Matrix – gauge their reaction. Listening task is harder because the pupils do not have the answers on a plate.
compose their own unique piece	There are many restrictions with this task but many rhythms can be used, forward and backward melodic patterns. Pieces fit well together if selected carefully. More advanced can use flats and sharps
understand about leitmotifs	Pupils will probably know characters that have leitmotifs
gain an insight into how the elements are used to paint a portrait of a person	Answers must be descriptive, detailed but more importantly relevant to the music. Specific instruments should be mentioned to explain the character's traits
play a variety of leitmotifs	The music is quite challenging but rewarding because the pupils know the music, they want to learn it. In each piece there is a pattern/idea/accomp that they can all play. James Bond is always popular
compose their own leitmotif	Try and encourage pupils to compose music which they have not explored before. Dark, heroic and mystery characters are easier and have been covered at some point in their Year 6/7 topics.
produce a score for a short film	Higher ability pupils will compose a theme for Piella and will steer away from purely sound effects. It is exciting when their score is fitted around the film.

Malvern College – The Downs

Musician Focus

Composer: Pachelbel

Pieces studied: Canon in D (although I re wrote in to C to make it slightly easier to play)

Module Outline: Introduce Canon form; learn to play Ground Bass plus at least first three melodies; play as a class ensemble;

Discuss arranging; listen to arrangements based on Canon; in groups compose an arrangement using Pachelbel's 'Canon' as the theme.

Any other info: I use songs by 'The Farm' and 'Coolio' as examples.

Lesley Hunter, Malvern College – The Downs

Maltman's Green School

Musician Name: Prokofiev

Piece Studied: Cinderella Suite

Lesson/ module outline: Listen to extracts, pupils then work in small groups to compose and perform their own versions (focusing on time signatures and other specific elements e.g clock ticking, chimes etc).

Any other info: Year 4 topic

Vienna Guy, Maltman's Green School, Gerrard's Cross, Buckinghamshire

Wycliffe College Prep

Musician Name: Steve Reich

Pieces studied: Clapping Music

Lesson/ module outline: Yr 5 Minimalism

Any other info: We study Minimalism for a term in Year 5 (35 mins per week). The performing element of this topic involves children learn the opening theme of 'Tubular Bells' (which they love!) and then have a go at 'Clapping Music'. We imagine it being like a computer game, with each successful line performed being like getting to the next level. The children get really competitive and get quite creative finding ways to stay in time together. I have even heard some of them trying it out at break times!

Rosie Taylor, Wycliffe College Prep School, Stonehouse, Gloucestershire

SATIPS

Support and training in Prep Schools



Why should my school be in membership?

- **SATIPS** offers a breadth of training, networking and supportive opportunities to schools in membership
 - It is the **ONLY** organisation in Britain which is dedicated to the needs of teaching staff in prep schools.
- **SATIPS** is absolutely concerned with catering for staff ranging from NQT to Head of Department or Senior Leadership Team. We also aim to cover all age ranges from Nursery to Key Stage 3.

SATIPS offers a four part core of activities and support:

Broadsheets

These are published each term, covering a wide range of curriculum interests as well as specific concerns: e.g. Senior Management, Special Needs and Pre-Prep.

Broadsheet articles are usually written by practising prep school teachers with occasional contributions from leaders in their field. This ensures that whatever the article is about the reader can be certain that he or she will not only share subject and age-group relevance but also cultural assumptions: e.g. parental expectations or what “works”. Writing articles for the Broadsheets encourages staff to reflect on their classroom practice and curriculum development.

Broadsheets are edited by prep school teachers who, with proven track records in their field, have taken on the role of subject ambassador.

Further information about the Broadsheets can be found on the website.

Courses and INSET

SATIPS offers a wide range of training courses, conference and other in-service opportunities. We can advise on and facilitate INSET trainings days for schools in most areas of the country.

Courses are designed to cover a wide range of interests.

Attention is given to course feedback which helps to shape our programme.

School requests for training is particularly encouraged.

The programme is primarily directed at the classroom practitioner.

New to the programme this year are certificated courses, more details of which are on the website.

Our trainers and consultants are very carefully selected.

Our aim is to always make use of known experts in their field.

Full details of the training programme can be found on the website.

Member schools receive a substantial discount on course fees.



SATIPS²

Support and training in Prep Schools

Competitions, Exhibitions and events for pupils

SATIPS offers a variety of pupil-focussed events. Over many years schools have enjoyed entering their pupils in events that have a nation-wide attraction with high standards. These events include:

- **SATIPS** Challenge (annual general knowledge quiz)
 - National Handwriting Competition
 - Poetry Competition
 - SATIPSKI
 - Annual Art Exhibition
 - Challenge Harry Paget (pagethar@papplewick.org.uk)
 - National Handwriting Competition Emma McCrea (emccrea@cambridge.org)
 - Poetry Competition Stephen Davies (shd@bryanston.co.uk)
 - SATIPSKI Gillian Gilyead (gilliangilyead@aol.com)
 - Annual Art Exhibition Alayne Parsley (A.Parsley@cheltenhamcollege.org)
- Full details of all these events are at <http://satips.org/competitions>

Prep School Magazine

“Prep School” is published three times a year. It offers readers in prep schools a broad range of authoritative articles on educational issues.

What next? Joining SATIPS or seeking further information?

We are proud of what **SATIPS** offers. With all Council members and Officers still working in prep schools we believe we understand the demands on staff working in school and are here to support them.

Chairman

David Kendall
chair@satips.org

Director of Education

Paul Jackson
education@satips.org

Director of Training

Sarah Kirby-Smith
training@satips.org

General Secretary

Bill Ibbetson-Price
gensec@satips.org

Officers

Chairman	David Kendall chair@satips.com	Finance Director	Christine Bilton chris.bilton@btinternet.com
Vice Presidents	Trevor Mulryne & Richard Tovey MBE	Director of Training	Sarah Kirby-Smith sarahlks@gmail.com
General Secretary	Bill Ibbetson-Price gensec@satips.org	Director of Education	Paul Jackson eajackson22@hotmail.com

Members of Council

Lisa Newbould (lanewbould@gmail.com)	Mark Middleton (markmiddleton@orwellpark.org)
Emma Goodbourn (nedgoodbourn@yahoo.co.uk)	Alayne Parsley (a.parsley@cheltenhamcollege.org)
Jason Hyatt (j.hyatt@taverhamhall.co.uk)	Tom Savill (t.savill@dulwichpreplondon.org)
Brenda Marshall (brendamarshall@supanet.com)	Anna Wheatley (anna.wheatley@homefield.sutton.sch.uk)
Julie Keyes (jkeyes@polwhelehouse.co.uk)	Paul Baker (bakerpabs@gmail.com)

SATIPS Broadsheet editors

Art	Jan Miller, Moreton Hall (millerj@moretonhall.com)
Classics	Ed Clarke, Highfield School (latin@highfieldschool.org.uk)
Design Technology	Gary Brown, The Chorister School (gary.brown@thechoristerschool.com)
	Mark Tovey, Bilton Grange (MGT@biltongrange.co.uk)
Drama	Gabriel French, Ludgrove School (GTF@ludgrove.berks.sch.uk)
English	Charlotte Weatherley, Knighton House (c.weatherley@knightonhouse.co.uk)
Geography	Ben Mono, Eagle House (ben.mono@eaglehouseschool.com)
History	Matthew Howorth, Twickenham Prep (mhoworth@twickenhamprep.co.uk)
ICT	Patrick Florance, Hallfield School (pflorance@hallfieldschool.co.uk)
Mathematics	Matthew Reames (mreames@gmail.com)
Modern Foreign Languages	Richard Smith (tricks6543@gmail.com)
Music	Tim Frost, The Junior King's School (tfrost@junior-kings.co.uk)
Physical Education & Games	Liz Myers (liz.myers@scholarly.com)
Pastoral Development & PSHCE	Tim Pitman, Westbourne House (tpitman@westbournehouse.org)
RE	Richard Lock, Northwood School (r.lock@northwoodschoools.com)
Science	Luke Busfield, Ludgrove (emmaandluke154@btinternet.com)
Special Needs/Learning Development	Abigail Farndon, Bilton Grange (AJF@biltongrange.co.uk)
Classroom Management	Mark Philpott, The Elms, Trent College (markypotts1@yahoo.co.uk)

Courses and events

A selection of forthcoming courses for Autumn 2017:

25/09/17	English CE at 11+	London
02/10/17	Digital Strategy Conference	Taunton School
06/10/17	Preparing for Art Scholarship	London
09/10/17	Leading Music to Outstanding in the Prep School	London
13/10/17	Moving to Pastoral Leadership	London
13/10/17	Staff Wellbeing and Pastoral Care	London
16/10/17	Preparing for ISI Compliance Inspection	London
20/10/17	Digital Art	London
02/11/17	Bringing Coding and Computing to Life KSI	London
14/11/17	Improving Pupil Performance through Assessment for Learning and Differentiation	London
20/11/17	ISI Outstanding Outcomes for all Students	London
23/11/17	Highly Effective Techniques to Develop Creativity and Imagination in the Classroom	London
24/11/17	Emotional Health and Resilience	London
27/11/17	Lesson Observation and Performance Management	London
04/12/17	Using Critical Thinking and Problem Solving to Encourage Outstanding Learning	London

These courses will run as training days in London, Bristol, Birmingham and York. The cost of the day courses includes follow-up project based work and one to one feedback. They are also available as inset days. Bespoke training packages for schools are available with discount for more than one course booked. For more information please email the team on training@satips.org or telephone 07584 862263.

Viewpoint...

When I was President of the Association of School and College Leaders in 2015, dealing with media enquiries was an accepted part of the job. The topic I was most commonly asked about was term time absence, though when I told journalists that I did not believe in fining parents their interest seemed to quickly dissipate. However, the topic I was actually most anxious to talk about was school funding.

When I was asked by a journalist for a comment on David Cameron's announcement of a 'flat cash' settlement for schools during the run up to the 2015 General Election, I found myself saying "We can't make bricks without straw". I fear I was not in the best of moods having spent some months responding to rhetoric from all sides about 'waging war on mediocrity' and suggestions that school leaders should be hired and fired in a way that made the treatment of most football managers look a model of long-term stability.

Viewing matters from the perspective of 2017, little seems to have changed. Inevitably 'flat cash' funding has meant that schools have experienced a real terms cut once inflation is taken into account.

Wikipedia defines 'bricks without straw' as being 'a phrase which refers to a task which must be done without appropriate resources'. Looking at the original bible story, one of the things that strikes me is that when those making the bricks complained they did not have what they needed, they were told to be more efficient, stop complaining and to get on with the job. Some things never change!

In the same policy announcement in 2015, Mr Cameron's urged all those working in education to "make Britain the best country in the world for developing maths, science and computing skills". Whilst political leaders change, that aim still seems a pretty good one, though I think I would want to add a whole list of other subjects to those he identified.

I hope that the new session of Parliament brings with it a realisation from all parties that the days of bricks without straw have to be over. It is amazing that educational standards have consistently improved for so long against a backdrop of consistent cuts for so many schools. I hope that over the coming months all parties can agree on the fact that adequate funding of education is always the best way to invest in a prosperous future for our nation.

Dr Peter Kent is the headmaster of Lawrence Sheriff School, Rugby
Let us know what you think of Dr Peter Kent's views, get
in touch with us at editor@prepschoolmag.co.uk



Canopies, walkways and inspiring buildings designed around you

Our range of canopies and walkways are the ideal solution for maximising education environments. With over 50 years experience, Fordingbridge are passionate about helping prep schools transform under-utilised spaces into valuable, weather protected, inspiring places.

We provide the in-house expertise and understanding to provide you with durable and proven solutions for outdoor learning, dining and social areas.

Contact us now for your **FREE** no obligation site visit

01243 55 44 55

www.fordingbridge.co.uk

info@fordingbridge.co.uk

FORDINGBRIDGE
inspiring design + build



UNIFORM & SERVICE THAT STANDS OUT

Experts in creating distinctive designs using quality fabrics for the UK's leading schools.

Tailored sales channels for a first class customer service experience.

STEVENSONS

EST. 1925

SCHOOL UNIFORM OUTFITTERS

WWW.STEVENSONS.CO.UK