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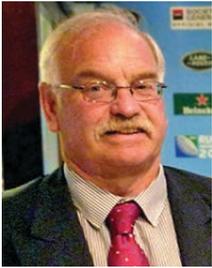
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From the editor



The new term is well under way but the end of the Autumn/ Michaelmas term 2018 is, perhaps, worthy of reflection.

Remembrance Sunday was more poignant than ever due to the centenary of the silence of the guns of World War One and I know that all our schools will have provided a fitting service to honour the fallen. Similarly, exceptional carol services will have been held up and down the land for the whole school community. It doesn't need me to say that in these rather uncertain times, our schools provide a focus for the important occasions that are such

a feature of the cohesiveness and culture of our country. We are rightly proud of this aspect of our schools' heritage and the opportunities that they provide to all our pupils, former pupils and their extended families.

In similar vein, SATIPS has the provision of opportunities for pupils and teachers at its core. Regular courses are organised for the continued professional development of teachers whilst termly subject broadsheets are sourced by the large

team of editors. Pupils are encouraged to demonstrate their skills and abilities via the National Prep Art Exhibition, the SATIPS Challenge or Quiz and SATIPSKI. The photographs below show the winning schools in the SATIPS Handwriting and Poetry Competitions. Many congratulations to St Bernard's, Slough and St Martin's, Northwood respectively.

May I take this opportunity to wish all schools and their communities a very happy and successful 2019.



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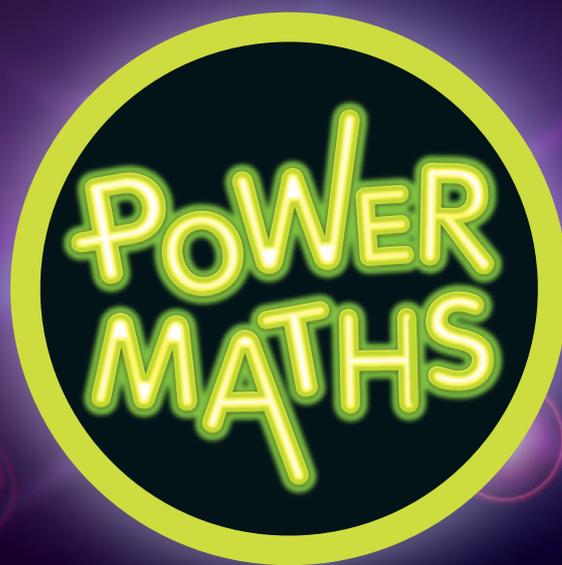
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Common Entrance exam is a burden children do not need



Patrick Derham OBE,
Headmaster of Westminster School

Socrates may have thought the unexamined life is not worth leading but what about the over-examined life that all pupils have to endure? There is too much assessment and the atomisation of the curriculum in recent years has not helped. There are too many subject silos and not enough joined-up thinking across the curriculum, so too many young people do not see the beauty of learning and the interconnectedness of so many areas of academic study.

The truth is that underpinning the best teaching in the best schools is an understanding that a first-class transforming education recognises the importance of reflective and informed debate. That is the essence of a liberal

education that remains the best preparation for adult life.

There is, of course, superb teaching in prep and primary schools but at a key stage in pupil development the focus switches to passing an exam that is unnecessary, given they have already 'passed'. What do I mean by this? More and more independent schools have a pre-test in Year 6 and then there is the additional challenge of an entrance exam at the end of Year 8. This exam heaps pressure on pupils, parents and teachers, fuelling unnecessary anxiety and stress.

This has been a constant message from prep schools since I moved to Westminster in 2014 and that is why we, in collaboration with St Paul's

School, decided that from September 2021 the 13+ entry to both schools will not be conditional upon passing the Common Entrance examination.

Pre-test and related assessments work, so why add to the stress? We are not criticising Common Entrance. It is a good exam: it has endured and it is a perfectly adequate preparation for Year 9 but it is limiting, particularly in the form of assessment, and is no longer fit for purpose for our two schools.

The reality is that the exam has become for us an exit test rather than a genuine entrance examination. So what we are doing is an act of liberation. We believe that our excellent feeder schools will use this freedom to develop their curriculums in ways that are even more rigorous and inspiring. Indeed many prep schools have already jettisoned parts of Common Entrance in order to do this. Not only will this change remove uncertainty and unnecessary stress but also it will benefit everyone and enable young minds to flourish without having to face an exam that they do not need to pass.

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Independent schools and their value to society

Julie Robinson, the General Secretary of the Independent Schools Council and former Director of Education and Training at IAPS, takes a look at the impact independent schools have on society and our economy

There are many myths and perceptions about independent schools but those who know the sector understand the important role it plays in our country's diverse education system.

Through partnership work with state schools and life-changing means-tested bursaries, schools within ISC membership are providing valuable educational opportunities to children and families from all walks of life. Furthermore, the UK economy benefits significantly from independent schools, with the sector as a whole contributing £13.7 billion to the economy annually, generating £4.1 billion of annual tax revenues and supporting 303,000 jobs, which is more than the total number of jobs across Liverpool.

Parents have a right to choose the best schools for their children and the right to pay fees if they wish. Around a third of the ISC school population benefit from reduced fees and opportunities for lower income families through means-tested bursaries are on the rise, demonstrating the social conscience of our sector. The total value of means-tested bursaries and scholarships has increased by nearly £140 million since 2011, and currently stands at close to £400 million.

There is an increasing body of evidence showing that independent schools play an important part in the country's educational offer as well as contributing in important ways to our economy.

Specialist provision at ISC schools means that our country's education is broader and has greater capacity than it would otherwise. Specialist music, drama, special educational needs and disabilities (SEND) and boarding schools provide options not always available in the state sector. ISC schools promote a bias towards science, mathematics and other subjects demanded by employers. By nurturing science, technology, engineering and mathematics (STEM) subjects alongside the performing and creative arts and sports, the independent sector makes an important contribution to the country socially and economically. The proportion of top grades at A Level in 'strategically important' subjects (classified by the Higher Education Funding Council for England), such as modern foreign languages and quantitative social sciences, is high in our sector and evidenced by the success of pupils in their later lives. British independent schools, for

instance, supported the education of leading scientists who went on to have a significant impact on our society: Alan Turing, Tim Berners-Lee, Peter Higgs, Charles Darwin and James Dyson to name just a few.

In addition to schools offering specialisms, ISC schools include single-sex schools and preparatory (prep) schools. In fact, independent schools are diverse in many different ways.

According to the 2018 ISC Census, 33% of pupils are from a minority ethnic background. This is in line with the split reported for the state sector.

ISC schools vary significantly in size from having fewer than 50 pupils to over 1700, although the majority of schools have fewer than 350 pupils. The mean school size is just under 400, but the mode is just under 200.

Contrary to the stereotypical press image of the sector, there is socio-economic diversity at independent schools. The typical independent school family is dual income with the whole of one parent's income going to pay school fees. There are a smaller proportion of pupils from lower income homes when measured against the country as a whole, but the proportion is growing.



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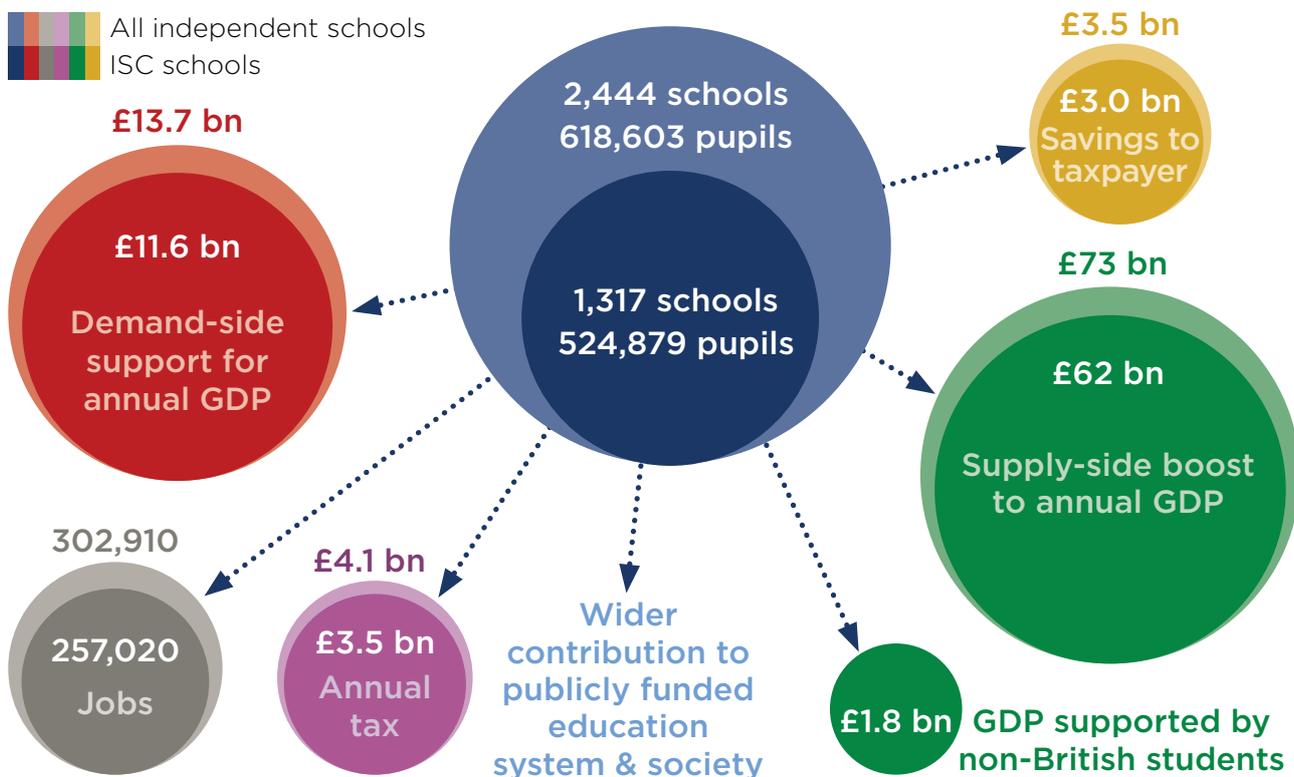


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THE IMPACT OF INDEPENDENT SCHOOLS ON THE UK ECONOMY



Some 86% of ISC schools engage in public benefit activities, such as partnership projects between state schools and independent schools. The types of cross-sector partnerships vary from academy sponsorship to seconding teaching staff to serving as governors at state schools. More than 3000 projects are featured on www.schoolstogether.org.

With respect to the economic impact of the sector, ISC published research in October 2018 by Oxford Economics and in association with RSAcademics. This showed just how significant the impact of independent schools is on the UK economy.

The report, 'The Impact of Independent Schools on the UK Economy', discovered that independent schools save British taxpayers £3.52 billion per year in teaching and capital costs for the education of children who would otherwise be educated in the state system.

A team of analysts at Oxford Economics established that, in 2017 alone, the 1300-plus schools

represented by the ISC's constituent associations contributed £11.6 billion to the UK economy in 2017, generating £3.5 billion of annual tax revenues (equivalent to £129 per UK household) and supporting 257,000 jobs. Independent schools can be important employers in their local areas, providing not only teaching jobs but employment for support staff.

The report found that the saving to the taxpayer by providing places for pupils who could otherwise be expected to take up a place in the state-funded sector is enough to build more than 20,000 affordable homes.

The total tax impact of ISC schools on its own last year would have been sufficient to fund the annual employment of 108,000 nurses on average full-time pay and for every four jobs in our schools, a further three are supported elsewhere in the UK.

In 2017, schools that are members of the ISC's constituent associations alone saved the equivalent of 3.5% of total state spending on education in England, Scotland and Wales in that year.

The largest figure in the report relates to the value of the independent education sector as a contributor to GDP since GDP figures were first published: had all independent fee-charging schools ceased to exist in the late 1940s, then UK GDP would have been £73 billion lower in 2017 – a shortfall of 3.6%.

In a global context, the provision of a first class education by UK-based schools to international pupils can make a significant contribution to the UK's 'soft power' in the international relations field. The Oxford Economics report notes the positive contribution that independent schools make to the UK's long-term economic growth performance by promoting a bias towards the study of subjects such as sciences and mathematics. STEM subjects are in high demand by many employers.

In all these ways, independent schools support the UK educationally, economically and socially. Our sector is an important and vibrant contributor to society of which we should be proud.

You've got to have vision



Matthew Bryan is Headmaster of Longacre School in Shamley Green, Surrey

...so say the more optimistic estate agents, and thus it seems to be when entering the world of school management. The wise candidate for a headship will have a ready answer to the question 'what is your vision for the school?' and my experience has been that it is one of the most commonly asked questions from parents in one's early days as a head. Teachers, pupils and parents are proud of their prep schools, each of which has its own character, history and provision, each offering something special to make the compelling case for parents to forego state education and pay considerable fees. Yet each stakeholder sees a school in a slightly different way and through different eyes: for anyone to encapsulate a vision for a school in a way that speaks to the whole community, which can be explained quickly and coherently, and which treads the fine line between ambition and reality, is far from easy.

Let me clarify at this early stage my own position. Having taken up my first headship in January of 2018,

I am still learning the culture of the new environment, still working through the process of inheriting legacies from predecessors and still establishing how to tread the fine line of upholding a rich tradition in a thriving school while being true to my own beliefs and – to use the cliché – 'put my stamp' on the place. It is a position of great privilege and responsibility, but one that can lend itself to excesses of blue-sky thinking and abstraction.

While heads are dreaming of visions, it is teachers who get on with the business of planning and teaching lessons; a vision never secured for a pupil command of times tables, nor a place at senior school. A clear vision for a school can galvanise the teaching body, inspire measurable developments in academic outcomes and happiness of all stakeholders, but only if it is clearly communicated and carefully implemented. There is food for thought in the Japanese proverb 'vision without action is a daydream; action without vision is a nightmare'. Vision cannot solely be

about academic results or commercial success: one must always remember – and this is true through every stage of one's career – that integrity, decency, respect for others and self-awareness have immeasurable value and must be self-evident within vision and action if these are to encourage others to follow.

Rather too often, visions, values and mission statements owe more to abstract nouns and corporate speak. Amidst the flowers and flourishes of marketing language there are also the pitfalls of hyperbole. In a competitive market, within the context of an uncertain financial outlook, many prep schools look and sound like they can be all things to all children. Part of the process of formulating a school's vision must be to focus on the tangible and the distinctive: parents are alive to the fact that so many prep school websites echo the same themes of outstanding academic success, outstanding pastoral care, 100% CE passes, opportunities and success for all.

Parents are (mostly) realistic and discerning and prefer to see schools for what they really are and to hear promises that can be kept. One of the more recherché Marvel comic book heroes is The Vision – he is 'every inch a human being – except that all his bodily organs are constructed of synthetic materials'. We must make sure that our visions for schools are not similarly contrived.

Rather too often, visions, values and mission statements owe more to abstract nouns and corporate speak.

From the comic book hero to the Bard in one simple segue: who cannot sympathise with Bottom when he declares in *A Midsummer Night's Dream* 'I have had a most rare vision. I have had a dream – past the wit of man to say what dream it was'? We all know the feeling that comes from being in a really great school – there's a fusion of happiness, purpose, innovation and self-knowledge that creates an aura. This is wonderful to behold, but to distil the unique essence of a school into a handful of well-chosen sentences is rather harder than it might seem. As a sector, we are awash with concepts of nurturing, inspiration, resilience and potential and bringing down a general idea to something specific and grounded is the real challenge. One of the more striking grandparents to attend our open days this year said to me: 'I've looked at your website, and everything looks great. Now tell me, how do you operationalise your philosophy?' Such are modern times!

So far, so senior management. What of that classroom teacher, the one who actually engages with the pupils and guides them towards new knowledge, skills and understanding? Whether recently qualified or widely experienced, what difference does a school's vision make? The answer, of course, is everything and at the same time, nothing. A vision will only ever be a slogan: a set of words that – if chosen carefully – reflects the character and direction of the school. In our soundbite generation, however, teachers should not underestimate the potential power of that set of words.

Those same discerning parents who pay our wages will look carefully at the competition, both state and private. The decision about schooling is always momentous, often emotional and – in the case of private schools – financially demanding. We cannot ever know how our children will react when put into a new environment, nor precisely what they will need for when they grow older. Confidence plays a pivotal role in school choice,

In order to become embedded, action needs to become policy and policy is best delivered from a position of principle.

the significance of which is impossible to overstate.

A confident expression of a vision, substantiated by evidence on an open day or tour, goes a very long way towards securing that precious registration form and fee. In the most simple of terms, prep schools need to attract enough fee-paying parents in order to pay the monthly salary bill, to invest in resources and facilities and to plan confidently for the future and the 'vision' is a significant factor in differentiating the school among the competition.

Teachers, especially prep teachers, enjoy great autonomy and it has always struck me how much impact a dedicated teacher can have among school life. I can think of drama teachers, fencing enthusiasts, eco-conscious colleagues and a hobbyist piano-playing deputy head that – by the giving of their time and enthusiasm – have shaped the way in which a school operates. Often, though, a successful LAMDA programme or judo society only lasts as long as that member of staff is at the school. One can get a table tennis club started from scratch and that is a joy in itself, but the effects are magnified and made enduring if there is a coordinating vision to which teachers can subscribe.

In order to become embedded, action needs to become policy and policy is best delivered from a position of principle. This was rather colourfully expressed by Henry Kissinger, who observed that policy 'must be based on some fixed principles in order to prevent tactical skill from dissipating into a random thrashing about'. Where teachers are concerned, that

'tactical skill' is otherwise known as inspiration. 'Random thrashing about' can be seen everywhere from politics to prep schools and needs no translation! When teachers buy into the school's vision – expressing the overarching ethos and direction of the school – then there is far greater chance of their skills effecting the positive change that is being sought.

A long time ago – before even the establishment of Common Entrance – Jonathan Swift observed that 'vision is the art of seeing what is invisible to others'. The effects of great schooling are visible to all; the means by which a school achieves this are often far from obvious. The modern school needs to capture what makes it special and successful, putting this in the context of the past and laying a pathway for the future. This sense of the future is a pre-requisite; schools that try to freeze the present or live in the past will find these difficult to achieve.

Some of the most progressive schools in our sector are also among the oldest and most traditional – perhaps just as importantly, they are successful enough that the visionary advancement has not been forced as a result of impending financial difficulty. Whether they are envisioning needs-blind admissions, paperless environments, a commitment to retain contact sports and tree climbing or any other statement of ethos, schools need courage, clarity of purpose, empathy for the whole school community and an understanding that they will be judged on their actions rather than their words. Then, perhaps only then, a vision can be the banner under which schools can unite and thrive and inspire.

The pursuit of happiness



Rachel Smith, Headteacher of Beaconsfield High School, explains her strategy for creating an exceptional school and why its core principal is the pursuit of happiness

It's been quite a year for Beaconsfield High School and our upward trajectory doesn't seem to be tipping just yet. In 2018 alone, we put our selective single-sex secondary state school on the map, celebrating a number of momentous achievements including being recognised as an Exceptional School by the Best Practice Network (the equivalent of receiving two consecutive Outstanding evaluations by Ofsted) and achieving governor Mark, an exclusive recognition of a governing body's best practice and exceptional standards.

As well as some of the best GCSE and A Level results in the county, and one Year 13 student achieving the top global score in her A Level physical geography exam, we have jumped from 130th position to 18th in just one year, now ranking within the top 0.5% of all secondary state schools in the UK for our Progress 8 score. I wholeheartedly put this level of success down to the many changes we made to create a

happy environment, where each and every student could shine.

My focus in my first three years as headteacher has been to propagate the expectation that even the brightest students need the right teaching, environment and challenges in order to excel. The clear and compelling vision I had was to align governors, staff, students and families in the same direction – to 'dare to be remarkable' and so to believe that better outcomes grow from working together.

My team is absolutely outstanding; a collective of highly capable and inspirational teachers, coupled with thorough and diligent support staff, who subscribed to my vision and the 'happy, high achieving' ethos. We have spent the last three years focusing on teaching and learning, snapping up remarkable talent to compliment those existing staff already invested in the step change we introduced. As a team, we bring the outside world

and its expectations into a grammar school, using new data streams to focus on progress and laser sharp CPD directly focused on what makes a difference.

The school has experienced an overhaul in its approach to pedagogy, with high levels of challenge underpinned by a robust new version of quality assurance. There are no lesson gradings for teachers, but feedback and support is provided if they are not reaching the required standards. Robust and impactful performance management has been key in driving the school's success forward too. Teachers, however experienced, have changed their approach to ensure they understand the students' feelings about learning, that they follow up and, most importantly, that they tell students they can.

Financial sustainability and building capacity for growth and improvement has also been key to the success of our school. We have historically been one of the lowest funded secondary state schools in the UK, and we still feel the impact of this shortfall on our aging facilities and resources. We have many strategies in place to reverse our fortunes, including securing over £4 million of CIF funding in three years and setting financial priorities that have helped build sustainability with prudent but bold decisions. Our relentless ambition to improve the

Our staff learns so much from others, but also about themselves and their leadership skills, and our students learn the power of support.

estate is slowly but surely advancing our learning environment, and ultimately providing that happy space in which our students can thrive.

Our most reliable funding stream, and the one that allows us to schedule our improvements, comes from engaging our community. I introduced a marketing and development director role to build the brand and reputational collateral and reach capacity across all entry points, but most importantly to increase parental involvement and regular community donations. This connection and communication has cemented cohesion – in the last academic year alone we raised enough to help move forward with our astro pitch replacement and upgrade. In the previous academic year we refurbished three tired classrooms, repurposing them as advanced science labs, complete with features more at home in universities, to greatly encourage and inspire our young women – especially in an age of increased attention on STEM and the lack of female representation in these fields.

We have also listened to our students and what makes a difference to them in their environment. Perhaps understandably, their priorities are for a dedicated sixth form study space – now in place – as well as improved WC and dining facilities! We now have a Toilet Working Party and are introducing corporate-style facilities for our aspiring young people.

Creating a ‘happy, high achieving’ community is also about challenging individuals and instilling resilience and leadership skills. This is why supporting others is such a large part of our ethos and moral code. Our students and staff are involved in a number of programmes to reach out to other schools and provide support, encouragement and advice, making a difference to students in schools that experience higher levels of disadvantage or are not yet rated as Ofsted ‘Good’.

For the last two years we have been piloting a project with students from



a school in Grantham; they provide iPads from their Pupil Premium funding to help connect students on both sides in supporting literacy, numeracy and student leadership. This scheme is having a positive academic impact on the students in Grantham and gives our students an incredible opportunity to develop enhanced communication and leadership skills, empathy and a positive feeling of service.

Our staff also contributes, via Buckinghamshire County Council, to a ‘side-by-side’ scheme with departments in other schools, including computing, science, history, geography and English. We support and work with early entrants in additional non-selective schools for areas such as medicine and Oxbridge. We work with other colleagues to improve learning and teaching, coach senior leadership teams, deputy heads and some new headteachers, and our governance supports three other separate schools regularly and on a permanent basis.

Giving back is a wonderful act and directly impacts our levels of ‘happy’. Our staff learns so much from

others, but also about themselves and their leadership skills, and our students learn the power of support. Ultimately, when they do their bit they feel that they are making a difference to others, and it is this knowledge that so positively impacts their sense of worth and value.

As our most recent staff and student surveys show, our colleagues are proud to be part of this remarkable school, and feel supported and valued. The large majority of students told us that they enjoy school, and feel that they are cared for, with their needs known to the school. The findings of the ‘Exceptional Schools Award’ demonstrated that its stakeholders hold our school in high regard and the students themselves are our best ambassadors. This, coupled with our recent achievements, tells me that our community continues to try to follow the ‘happy, high achieving’ strategy. But, for me, the best barometer of happiness is to walk the halls of the school and hear our students laughing, sharing tales from their lessons and getting excited about their extra-curricular activities. That is when I know we have created something remarkable.



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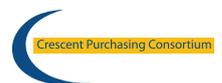
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My trip to the Netherlands

Lotte from Hallfield School, Edgbaston, describes her holiday with her parents and brother to The Netherlands to visit family and someone exciting she bumped into!

In the holidays I went to Den Haag and Roermond in The Netherlands and visited my cousins and grandparents. I also went to three-country point where The Netherlands, Germany and Belgium meet. I managed to get a once in a lifetime experience with the Dutch Prime Minister.

It had been a long time since I had been in The Netherlands to meet my family so when the half term holiday started we set off early in the morning, after an evening of packing our suitcases. After about three hours we reached the Eurotunnel. We drove our car on to the train and it then took 30 minutes to get to France. Then we drove for another four hours before we reached Den Haag.

After a long day in the car, we were happy to get out, have tea with my cousins and a play in the playground. The next morning after a lovely breakfast we set off to the city centre. We walked round a little to see the 'round tower' where the Dutch Prime Minister has his office. However, before we got there, we bumped into him! We took a photo with him and he was very friendly. His name is Mark Rutte. We then still walked further to go and see his office. Then we said goodbye to my cousins, uncle and aunt and drove to the south of the Netherlands. This is where my grandparents live.



Following our arrival we had a few days to say our hellos then we went to three-country point. At three-country point we tried a maze and went to the actual three-country point

and saw the highest point in The Netherlands, which are 327.5 metres above sea level!

On our last day we stayed at home then went into town. For tea we had frikandel and kroket, something very Dutch. The next day we went home via the Eurotunnel and had a long hard day in the car.

My Dutch mum said, 'I was a bit nervous asking the Prime Minister for a photo, but he was surprisingly friendly.' The Prime Minister told me that he loved my colourful coat. On the day we went to the three-country point, we were very lucky to get a quote from my Oma [grandmother]. She said, 'I went to the Drielandenpunt [three-country point] 60 years ago when I was eight and it is still the same!' My other mum commented that coming from an island, she still found it strange to stand in two countries at once let alone three! My brother said, 'I found the holiday and standing in three countries simultaneously amazing.'

I've been coming to The Netherlands three times every year since I was born, always in October and May and sometimes in the summer or at Christmas too. When I will come back to The Netherlands I don't know but I do know it will be fun.

Why educational partnerships matter

Louise Brown, the Director of Educational Partnerships at New College School, Oxford, joined the teaching profession after a successful career as a chartered surveyor in London and Oxford

I have to confess to an excess of idealism and have been told many times that I alone cannot save the world, but I don't apologise for trying. Social divide exists in the education system and elitism, privilege and entitlement still runs throughout. There are some who are being forced to make change and some who feel it is enriching for all concerned; I find myself very much in the second camp.

My first step on this road was to attend the Schools Together

conference in York in May of 2018. Schools from across the country gathered to share good practice of real and workable educational partnerships – not patronage but collaboration. The most inspiring part of the whole event was the pupils Q&A session. They were interested and interesting individuals with shared experiences of life and clearly enjoyed learning and being together. I went to the conference with projects in mind to widen our school's links with local primary schools, but what I

hadn't realised was how far outreach had come. Much of the partnership activity shared was happening through secondary schools and universities, but I couldn't help feeling that there could be more involvement from prep schools especially those to 13 where connections could be made at both primary and secondary level.

How to approach other schools was my next task and it made sense for me to link up with the head of outreach at New College School (NCS),



who have already started to create partnerships with secondary schools both locally and nationally as part of their 'Step-Up' programme to widen access and support pupils in Years 11, 12 and 13. I emailed an initial proposal, which included a debate and a classics related arts project, to ascertain interest. The response was positive and a meeting was arranged with myself, Daniel Powell, Head of Outreach, Dr Lorna Robinson, Head of Classics and David Gimson, UCAS and High Attainers Coordinator at Cheney School. My first question was to ask Cheney what they wanted. Immediately my proposed classics/arts project was rejected but it was made clear that there was a need for some extra classics teaching at Cheney to support those students keen to take the subject to A2 Level. Could we provide a teacher for two hours a week on a Wednesday to cover set texts?

I knew our head of classics was very keen to promote his subject so I felt hopeful that with a slight timetable adjustment we could. I had done my research beforehand and discovered Cheney school had a strong reputation for debating but primarily in the upper years. The suggestion of an inter-school debate for Years 7 and 8 was met with enthusiasm. By the time the meeting had finished we had decided to invite two other local schools to join in the debate, which was to take place at New College and an invitation was extended to all teams to have dinner in New College afterwards. We fixed a date and Daniel agreed to follow up on his contacts with the two other schools, while the rest of us checked calendars.

In September, preparation started in earnest. The date was confirmed, Cheney School, New College School and Oxford Spires Academy were committed; the head of sixth form there was a new and very welcome addition to the group. It was now down to us to choose teams and prepare. David, Jackie, Lorna and I met once more to confirm procedure, choose motions, decide on prizes, and discuss

judges and judging criteria. We agreed there should be two debates, one seen 'Europe is more our friend than our enemy' and one unseen 'you learn more out of school than in it'. To keep the whole process more about the pupils, and less about us, it was agreed undergraduates should judge. Parental permissions were sought, dietary requirements confirmed, refreshments ordered, and three suitable college rooms were booked. I then had some quality time with my team of eight, picked from our Year 8 debating club run by dedicated and able colleagues, honing our debating skills.

November 14th arrived, nine of us from NCS set off. Cheney had a few last-minute team changes, and Jackie sent along two colleagues to supervise as she unfortunately couldn't make it. The three volunteer undergraduates Kendya, Jane and Ella were there when we arrived, and our head of classics also took the opportunity to meet up with Lorna to discuss their future relationship. The ice was broken over cups of tea and after a short run through by the undergraduates – who proved to be true 21st century role models – the teams disappeared to their various rooms. The start was a little slow, which was perhaps to be expected, but once the pupils warmed up the atmosphere was open and relaxed. Feedback was given by the judges at the end of the debates, and occasionally during, to enable participants to improve their technique. After more refreshments roles were swapped and the preparations for debate number two were underway; this time pupils from different schools worked together in a team. Bonds were starting to form, as one of my pupils told me during the interval 'I hadn't realised that quite a few of the boys play at my local rugby club'. There were some standout speakers, compelling arguments and the shyer participants became more involved as the process continued, including my reserve. At dinner, there was copious friendly chat and banter between the pupils who shared the

dining hall with lively undergraduates, and I, the deputy head (academic) and the head, had the chance to forge links too. By the time prize giving was over I was already discussing potential future debating workshops with the undergraduates who were very keen to be further involved, and everyone had got to know each other a little better.

There is no doubt that on the surface the event appeared to be a success and from my own personal point of view exceeded expectations at every level, but I wanted to find out more about the views of the pupils who had taken part. The results of a short questionnaire, subsequently completed online, showed not only enjoyment: 90% were likely or very likely to recommend the event to a friend and 90% said the event exceeded expectations, but also evidence of development of those key skills; personal, social, cultural and spiritual, that are often seen as lacking by employers. 90% enjoyed meeting new children who enjoyed debating, 80% had either better or much better levels of confidence at the end of the event, with the remaining 20% feeling no more or less confident. Amongst the answers to the question 'what did I learn?' which referred mainly to improved public speaking and debating skills; specifically use of POIs, rebuttals, and summarising, were the following:

'Everyone feels pressured at the beginning but no one knows what you are going to say so they won't notice if you miss a point.'

'How to be confident and that trying new things is a good idea.'

'How to debate confidently.'

'How to speak publicly to strangers.'

If partnerships and collaborations stem from shared values then the wider engagement that follows must surely benefit all those involved. The feedback I received seems to indicate that the pupils and adults who came together on 14th November would most definitely agree.



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Parents matter: the key to student success

Michael Lambert, Headmaster of Dubai College

In a significant shift in cultural and educational policy, Grade 1 classes at all public schools in the UAE will be co-educational from this month. But, why? According to a recent article in *The National*, it seems that the hope is that girls will be a civilising influence on mischievous Emirati boys who have not been adequately socialised when they are young. This kind of educational instrumentalism, the use of children for some ulterior motive, is not only unfair but may well miss its target.

If we assume that this move is an attempt to improve the significant underperformance of boys in schools across the UAE, and to improve the significant underperformance of UAE public schools when compared to private schools, then policy makers would be far better off focusing their attention on the boys' parents instead of using Grade 1 girls as their substitute.

Educational research reveals that parents matter more than almost everything else when it comes to student outcomes. Research for UNESCO by Sam Redding shows that family interest in hobbies, games and activities of educational value is a critical part of the 'curriculum of the home'. While supporting activities in the school is of great benefit to community building, parents actually have their greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. According to a report by the DSCF in the UK, it is parental support of learning within the home environment that makes the maximum difference to achievement.

So, if we did not already know the scale and scope of parenthood, it is once again confirmed that the task is relentless, multi-faceted and critical in the success of our offspring. Redding also notes that there are broadly three types of family in all modern societies: distressed families, child-centred families and parent-centred families – none of whom are immune from under supporting their offspring. Affluent and successful professional parents, for example, may well value schooling and be prepared to pay on average 10% of their gross annual income to subscribe to high-quality education, and yet their focus on the acquisition and allocation of financial resources to enable this means that professional parents can become so absorbed by their careers and personal interests that they become disengaged from close involvement in their children's education.

There is a sad irony here. Affluent parents believe that by working hard to provide the best opportunities for their children they are giving them a leg up in life. By placing their sons and daughters in the best schools, entrusting their children to the professionals and paying tutors and extra-curricular coaches to provide them with a comprehensive educational programme they may actually be providing them with everything except the one magic ingredient for their success: themselves.

The evidence which is perhaps most notable for secondary school parents, however, comes from the Department for Education and Skills in the UK: the extent of parental involvement diminishes as children get older and is strongly influenced at all ages by the

child characteristically taking a very active mediating role. This means that secondary school parents are learning to let go at two critical moments in their children's lives:

- When significant public examinations begin to loom on the horizon and the 'curriculum of the home' remains as important as ever.
- When teenage brains accelerate the process of individuation and no longer do adolescents wish to share their every thought with their parents.

The Centre for Real World Learning at the University of Winchester has published a concise, informative and practical guide for teachers and parents for how to enhance parental engagement.

Simple arrangements such as formal study time at home, a daily routine, a quiet place in which to do studying and reading, the use of interesting vocabulary, discussions about school progress and external events, encouragement to read, try out new things and develop hobbies, cultural activities such as visiting libraries and museums, and opportunities to undertake everyday household tasks are just some of the strategies suggested from their digest of the increasingly robust studies into the impact of parent engagement. Investing in educating parents on the impact of the 'curriculum of the home' is likely to have a far greater impact on boys' behaviour and educational outcomes than co-educating students Grade 1.

All the fun of the theme

Sacha Guppy, from All Hallows Prep School, Cranmore, considers her transformation and her new appointment as Head of Art and Design at the school following a successful exhibition

Last year was the year I changed my ways as an art teacher and with a new appointment as Head of Art and Design at All Hallows Prep school – teaching pupils aged 3 to 13 – I started my first year at a prep school.

I knew it was going to be different, but it was also transformative for my practice as a teacher. This change was initiated when I was asked to take part in the Creative Showcase at All Hallows; this was the first time in my teaching career that I was given *carte blanche* to create projects of my choice.

It occurred to me, from my curatorial background having created alternative exhibitions in London as well as co-curating the Stoke Newington Festival, that if I were going to organise an exhibition of student artwork, it would be far more interesting and cohesive if there were a common theme. Using cranes from our school's logo as a starting point, students of every year group produced drawings, paintings or sculptures around this bird and symbol. The Year 6-7 students (aged 10 to 12) produced clear tape sculptures of objects that representing the journey from childhood to teenager a teddy bear or a guitar, for example. One student produced a video about 'talent', everything from standing on one's hands to singing. Together, all the work created an art installation of school life.





This exhibition shifted the way I wanted to teach, I realised that working altogether to create an exhibition, to work with a singular theme across all year groups was far more rewarding and exciting for everyone involved. It had made the students feel that they were collaborating with each other towards the common goal of an exhibition. They not only took pride in doing this but also started to freely offer ideas of their own; they were clearly very engaged.

The second trial was to mount an exhibition at an independent exhibition space using the students' work. The theme was 'All the Fun' with each year group exploring a facet of this concept to do with the circus, theme park and carnival. It was an exhibition of art, design and photography held in a gallery in the local town of Frome, celebrating one vision. The gallery was abuzz with visitors from far afield, transfixed by the variety of art work on display: Year 1 produced oil pastel circus tents; Year 2 produced huge painted circus characters in the style of Karl Appel; Year 3 created nostalgic circus mixes; Year 4 constructed Venetian carnival masks; Year 5 painted clown legs and built cardboard clown shoes; Year 6 painted theme park rides; Year 7 produced painted cut out carousel ride animals; and, finally, Year 8 produced pop art themed park food.

Other creative disciplines enthusiastically contributed came in

the form of vacuum formed shoes in response to design briefs set by Clarks in creative design; a photographic display featuring clowns; drama students performed clown acts and recited poems; music students sang 'Clown' by Emeli Sande; lastly, an arresting video on a loop showing children acting out clown gestures (pupil-generated and produced). Every pupil had a least one piece of art on display – art was chosen not on merit but on a collaborative basis – and the exhibition was heralded far beyond the school's natural audience. Witnessing what children can do with a bit of encouragement and guidance was frankly amazing.

After having seen the extraordinary output and enthusiasm of the children, I am convinced that this way of working is extremely beneficial for

the students. Aside from the 'fun', the students became aware of the many strands that can exist in one topic, which is not only very rewarding but helps them prepare for the more involved GCSE and A Level work.

This approach also takes away the possible factory-like yearly repetition, keeping things fresh for the teachers, and giving students a sense that they are a part of 'a happening'. This, in my own opinion, is good for us all. Each term I will now have one new theme for all years to explore.

All Hallows Prep School was recently nominated for Creative School of the Year by TES. You can find out more about Sacha Guppy and her work through her blog: www.teachingartprimaryschoolmiddle-schoolsecondary.wordpress.com



Mastery Behaviour Management

Bradley Rafftree, a teacher at Norwich Lower School, discusses implementing Mastery Behaviour Management (MBM) in his classroom and the benefits he has found from it

As we move through time we change, adapt and develop. For teachers, this may be through new and exciting ways of inspiring pupils, instilling a love of life-long learning or perhaps an innovative way of delivering a rich curriculum focused on necessity, sensibility and opportunity. Mastery Behaviour Management (MBM) is an exciting and innovative way of enriching the EYFS curriculum. However, its elements are by no means new and the concept over time has changed, adapted and developed, and I hope that this will continue.

We have all observed or facilitated the 'star of the day' or 'class leader' role in schools before. The concept of recruiting a pupil to perform a duty is certainly memorable, particularly for Reception age pupils. It is the element of the day that they passionately share with loved ones at home. My own little boy recently started school in Reception, and he was bursting with happiness when telling me how he was asked to take the register and pick which pen should be used to mark it – of course, he chose the robot pen with flashing eyes. These jobs are meaningful to pupils and MBM is designed to take this a step further whilst preserving the momentous experience.

There are no stickers for guessing that MBM's primary focus is behaviour management. However, the behaviour management is not from the teacher, but from the pupil. When a pupil is awarded the position of 'head of class'



they are taking on the responsibility of managing the behaviour of other pupils throughout the day. When conflict occurs in the classroom, the pupils will approach the head of class to manage this accordingly. They will tell the head of class that they need help and then briefly outline what has happened. If the head of class is unable to manage the situation independently they will call upon the teacher, but only the head of class can approach the teacher.

Typically, the teacher will be used to support the head of class in the first term. The teacher will provide the head of class with a script and the head of class will repeat this, but as if they were the teacher. The teacher will also have short discussions with the head

of class throughout the process, asking thought provoking questions such as 'What do you think about what they have said?' 'Is that ok?' or 'What do you think we should suggest?'

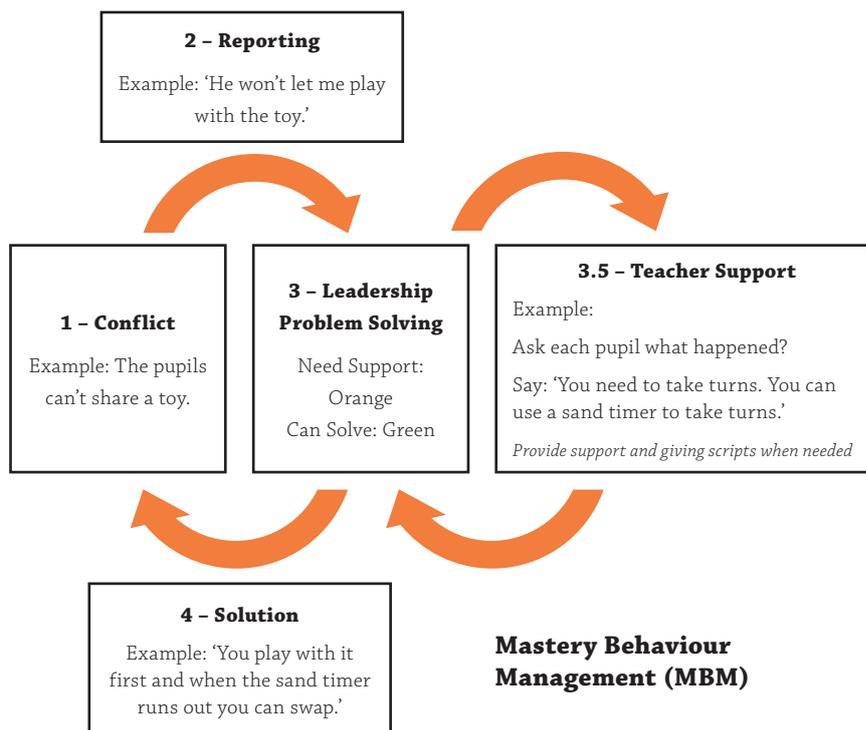
All pupils involved will have the opportunity to explain their own versions of the event, but the head of class will provide the solution to the problem. This puts the pupils at the heart of understanding behaviour and its consequences. As you can see, the pupils are becoming the teacher. As the confidence grows, the role of teacher becomes more of a roleplay act, whilst subconsciously developing autonomous conflict resolution skills.

Pupils often find confidence when in character and they explore their

feelings whilst wearing their 'body armour', typically in the form of dressing up outfits in the roleplay area. The concept of actually managing other pupil's behaviour is rather abstract, however it does align with the notion of roleplaying as a teacher. This process, when followed meticulously, will result in autonomous conflict resolution, and pupils will go into new challenges armed with the tools needed for success.

The children involved eventually build a significant bank of solutions in this role and they use these experiences as stepping-stones when exploring solutions to new problems that share commonalities. For example, the head of class may not have been asked to resolve a situation where a pupil has been excluded from a game before. The pupil may know that being kind helps to make others feel happy and it is also a rule. They may also know how to provide an alternative toy for a pupil who can't share. These elements independently do not solve the problem, but when drawing on a combination of experiences, the head of class might ask the group to apologise to the pupil, as the pupil's feelings were hurt and this needs to be resolved. However, they may also invite the singled-out pupil to join in with their own game, as a way of finding an alternative option. I observed this scenario take place within my classroom and it was truly magical to witness first hand.

Not only does the head of class develop their Personal, Social and Emotional Development exceedingly, but those who draw upon the support of Head of Class resultantly flourish too, as they build on their own bank of solutions. Often by the end of term two or the beginning of term three, pupils no longer require the support from a head of class because they are themselves autonomous in their behaviour management and thus problem solve independently. The following diagram outlines the process for managing each situation:



I will always remember one pupil who was a true ambassador of MBM during its pilot year. He was a Reception pupil and he observed two pupils from Year 3 fighting on the playground. He stepped into the conflict zone to resolve the problem using the tools he had acquired through the learning process, and he managed to get both pupils to apologise to each other and find a solution. This is one of the most outstanding results from this initiative, however there are many more similar to this.

MBM is not restricted to EYFS. My previous school recognised the impact of MBM and, with a short CPD session from myself during a staff meeting, the initiative was rolled out into each year group throughout the school. Natural leaders thrived on the opportunity, but conservative pupils could also demonstrate hidden qualities in their character. For Year 6 pupils the role would look distant from the structure in EYFS, although sharing the same principles. For example, the head of class in Year 6 would sit with pupils that were off task to help facilitate concentrated learning, but the pupils instigated

this. However, implementing this system in different year groups would require some development from the teachers actually working within these year groups, as they could identify a need for the system and tailor the approach to their cohort.

After working through the statutory moderation process and discussing the evidence I had gained from this initiative with the leader of Norfolk's Early Years moderating team, it was suggested that I send my evidence in as a form of 'Exceeding' exemplification. This would help to guide practitioners in obtaining evidence to support Exceeding PSED results within EYFS, as exemplification in this subject area is hard to find. As a member of the Chartered College of Education and a firm believer in sharing good practice, I would love to invite practitioners to discuss this further with myself and I hope that the system can find its natural rhythm within a range of settings. Of course we must not forget that the role will also maintain some more traditional perks, such as being first in the line, taking the register and let's not forget about choosing the robot pen!

Think about it

Kevin Donnelly, Director of Teaching and Learning and Head of English at Moor Park, Shropshire, considers the process of thinking

We say this a lot in schools – perhaps too much – along with ‘it just needs a bit of thought’ or ‘think carefully’ or some such injunction. But what do the children hear when we say that and what is it we actually mean?

Defining thought is not an easy task: the Concise OED gives ‘an idea or opinion produced by thinking’, which strikes me as rather circular. It also gives a somewhat Nietzschean definition of ‘[an idea] occurring suddenly in your mind’. George Orwell, or at least the party loyalist Parsons from *Nineteen Eighty Four*, might also agree with this definition: as Parsons is being held in the Ministry of Love for ‘thoughtcrime’, he whimpers that you can’t possibly be punished for thoughts ‘which you can’t help’.

It isn’t fair to expect children to rely on thoughts occurring suddenly to them – and yet we often do. We demand that stories and essays are created on the hoof (or at least exams do), that some item of vocabulary is brought immediately to mind, or that some connection or leap is made in conceptual understanding.

Yet the process of thought is, I believe, one that can be learned. To know when you are thinking and how you are thinking is something you can develop with help and training.

In my area – English – much emphasis is placed, rightly, on scaffolding and understanding the text type and desired audience or purpose before starting. I often find, though, when writing a play or poem, that simply starting is actually key. I might then

delete what I have written completely, but it seems to unlock a series of thoughts that were already there. I find structuring my writing easier once my idea has been allowed to crystallise. This is something I try to pass on in my teaching – ‘just write’ – because ideas are there, or ideas beget further ideas.

Let us take mathematical or logical reasoning. Here we are, regularly asking children to reason in strictly methodical steps that often only seem rational to someone who ‘gets it’, or who can draw on all of their previous learning readily, or just as commonly, in retrospect. Asking children to think a problem through is fine if the children know how to do that. Tasks that teach this kind of thought, consequence-free, are therefore essential. This is why paired and group work is often so useful in maths and the sciences. They allow children to see the thought processes of others, contribute parts of thoughts to a wider whole, and to learn as it were ‘on the job’. I am not, of course, saying that children should be able to copy others or contribute little – hence specific roles in the group are often so useful – but that making your contribution can build your confidence for further thinking later. The group helps to scaffold your own thought process.

Some thought can only be accomplished with knowledge. This is often not the case in English, which is why the ISEB English curriculum is not large. History and RS, however, demand a synthesis of knowledge and independent





thought. Without the knowledge base – and whatever certain union leaders and their complaints about a curriculum ‘riddled with knowledge’ might say – there is no point in the thought. Evaluating Henry II’s reign is a personal series of value judgments, based not just on his actions, but on their short and long-term consequences and, inevitably, comparisons with other monarchs (or governments). I suggest debating is a great way to develop this kind of synthesis. It provides a structure for disagreement and a structure for giving your knowledge before making the value judgments based on it. Once again, a more or less formalised teaching structure can not just help children succeed, but can help them to learn to think.

We need to be ready to understand that strategic thought does come from gaming. There is definitely a case for *Minecraft* in the school day (and versions of *Fortnite*, just to be

controversial?) as well as a host of other strategy games, even those we might think of as simply violent. In the prep system, I wonder if we are ready to use these thought processes to aid children’s learning: wedded as we are to either simplistic notions of individual thought (writing) or collaborative (group work), we miss the rapid individual and team thinking that happens when children play games online. We need to find ways of harnessing these new methods of thought to children’s academic achievement. What if there was an app that enabled children to do poetry analysis online together for prep – the children could discuss and record their ideas for the group to see, while then producing their own individual analysis?

I think we also need to be ready in the prep system to harness cross-curricular learning right up to Year 8. The gains to be made from whole school days (such as our own Better

Together Day, held each year in which children undertake activities in vertical groups from Year 1 to Year 8); physical and mechanical activities such as electronics projects or bricklaying (as used to be an activity in some Secondary Modern Schools) surely outweigh the loss of a lesson or two doing Common Entrance (CE) papers. I know that some schools are well ahead of the game here (and I include my own in that), but CE is a system that encourages strict demarcation lines between disciplines and, therefore, between types of thinking.

To encourage children to think we first need to do this ourselves: how can we enable the children, truly, to think for themselves, to navigate the swamps of social media and fake news, to develop the new ideas and see the new horizons that will take us to a better future?

It’s something to think about.

The experience of inspired learning

Ben Evans, Headmaster at Edge Grove Prep School, Hertfordshire, discusses the importance of overseas learning



Children of prep school age will develop tremendously during an overseas trip, accelerated by external influences and exposure to new cultures, challenges and unfamiliar surroundings. But it is often these radical life experiences that push prep school children right out of their comfort zones and help to nurture independence and boost self-confidence, as they learn to adapt and appreciate how different communities live, develop and grow.

Travelling enriches lives and feeds souls; having lived and taught overseas for six years, I possess a great insight into living like a local, adjusting to new cultures and making lasting memories and friendships. Of course, arranging and participating in overseas school trips takes careful planning and preparation but the exposure to new customs and traditions, not to mention exciting sporting and cultural opportunities, can be a wonderful extension to curriculum work.

Confidence is magnified overseas

Over the years we have been fortunate to organise a few school cricket tours to Sri Lanka for groups of our prep school boys. The increased levels of maturity that travelling abroad brings out in young children is quite astonishing. It broadens their horizons as the expectation to behave responsibly and confidently is somehow magnified the minute they cross the UK borders. What is remarkable is their natural thirst for

discovery and adventure, their ability to adapt and communicate with different nationalities with ease, and also to inspire others around them.

It is worth remembering that skills like these can also be harnessed and translated into everyday learning at school. A good teacher can ensure that the children retain these skills, by encouraging their use in practice. While overseas, children should be given responsibility for wearing clean clothes, for tidying their rooms, speaking to locals to get directions, or to ask for things. They should also be encouraged to question their preconceived views – i.e. the food will be terrible if you are visiting a developing country – it is interesting to see how these views are altered when they experience the true reality of some of the loveliest food they have ever tasted! Being given responsibility for being on time and for having the correct equipment are all activities we expect from pupils in the classroom and travelling overseas provides another environment where we can test these skills further.

A learning curve

My biggest piece of advice is don't spoon-feed them. However tempting it might be, allowing children to discover things for themselves and using activities to harvest their understanding of what they have found out via questions, discussion, debate and challenge is all part of the learning curve. Can they justify their thoughts? Can they change their opinion when faced with new evidence? Giving children positions of responsibility when back in school can also help to translate some of what they will have learned overseas.

Something else that has really inspired me is that although children are out of their comfort zones when abroad, it seems that the unknown does seem to bring out the best in their ability to concentrate and focus. Being somewhere completely different engages the mind and most children will try that much harder to succeed. Back at school they can

be further inspired as a result of these experiences and this should be used positively by teachers to raise attainment. The result is that the children will have discovered that by listening properly and trying hard, good things can happen.

Engaging young minds

The nice thing about travelling is that all skills are transferable. I would also argue that modern life necessitates the acquisition of these skills if you are to succeed in life. The world is actually very small and communication with people of different nationalities is essential, as is having an understanding of their cultures. Overseas trips not only engage young minds but the adaptability and ability to react to different circumstances without panic or mental collapse is a formidable skill to have in any workplace environment today.

There are multiple benefits of overseas trips for prep school children, but when it comes to planning, where do you begin? Here are some considerations to get you started:

- **Structure:** This is the name of the game here. A clear itinerary should be devised, communicated and put in place months in advance of departure.
- **Agenda:** Everyone should be aware of the activities planned, the travel arrangements, accommodation, meals, etc. Free time should be factored into the planning, but

for prep school children this needs to be managed carefully as unstructured free time can be disastrous.

- **Ratios:** Staff to pupil ratios must be very favourable. Each member of staff should be allocated a group for roll calls, applying sunscreen, and acting appropriately in an emergency situation.
- **Purpose:** Make sure you are clear on the purpose of the trip and whether you really do need to go overseas. Can the same outcome be achieved by staying in the UK?
- **Safety:** Hugely important. Is the country safe? Have you been able to make a pre-visit first? Are there stringent health and safety precautions and standards (for hotels and transport)? Do you need vaccinations? Book with an ABTA travel agency/tour operator.
- **Cost:** Is the cost affordable to a sufficient number of parents?

Once you have everything in place, you can look forward to a stimulating and rewarding trip that will inspire, educate and liberate all who participate. Overseas trips will develop memories that will last a lifetime. The experiences will also ensure that as adults, pupils will be confident enough to mix with different personalities and nationalities freely and with ease as they maintain a healthy global perspective on life.



Using the past to change the future

William Swift, Head of History at The Banda School, discusses why it is important to celebrate history and how we can use the past to change the future

The subject history has such power to shape the way our students see the world. Therefore, it is our moral responsibility to wield this power even handily and avoid accidentally marginalising different types of people by the content we choose to teach. As most secondary schools now start the narrow GCSE history curriculums in Year 9, prep schools are in the best possible position to do this. We should thrive in our independence and be mavericks in our outlook. We should be using our freedom to teach our students to recognise something worthy of celebration in the history of every creed, race and sex. This is not a matter of high-minded liberalism or political correctness gone mad. It is, in fact, the only way we can hope to nurture truly 21st century global citizens, who are tolerant and accepting of others and conscious of the spectacular history of all (wo) mankind.

Adam D'Souza's article in the previous issue of the *Prep School* magazine was a call to arms in this regard. His message hit home like Mel Gibson's iconic scream for 'freedom' in the film *Braveheart*. His call for us to exploit the 'independent' nature of our schools is wholly relevant to the context of teaching history in Kenya and, indeed, anywhere else. This, coupled with Christopher Parson's plea in the same issue to embrace the 'maverick teacher' in us all,

inspired me to rise up like the rebel independence fighter William Wallace and to share why I believe we need to re-think the history we teach.

So, what does this look like in theory?

Making history relevant to the children we teach must be the foremost concern for any history department around the world. It is a subject that can so easily be seen as worthless by students, who we all too often allow to fall into the trap of saying: 'It has already happened, what is the point?' My immediate response is usually centred upon the tenant that one can neither hope to understand the present fully, nor try to forge a better future, without a sound understanding of the past. Indeed, learning history fosters a better understanding of identity and adds meaning to present day rituals and realities. However, such abstract ideas are hard to convey to the average ten year old. Consequently, It is up to us to help students realise this through a carefully selected and dynamically delivered history curriculum.

Ultimately, all students of history must be able to 'see' themselves in it. Otherwise, we risk undermining what could and should be a powerful and transformative learning experience. The global 'Black History Month' movement has been instrumental in pushing this idea forward. However, it is deplorable that this movement even

has to exist in the first place. Why is black history regarded as separate from our day-to-day teaching and something we need to 'add on' for one month a year? We must distinguish ourselves from this practice if we are to widen the perspectives of all the students we teach.

This is not to say we should only teach history that matches the make-up or background of the students we teach. Moreover, it is not to say students will only be interested in the history of their specific geography or demographic. Indeed, it is vital for students of all backgrounds to learn a broad spectrum of history. It is simply to suggest that we should be more critical about the content we choose to teach. However, this is no small undertaking. History is inherently and inescapably political; one need only look at how the Nazi Party taught 'their' history for proof of this. This is especially pertinent today, when we can see echoes of the past in the insular, protectionist and nationalistic global politics today.

We must rise above this and be guided by the objectivity of history, so as to avoid our students getting absorbed by such narrow-minded jingoism. This will ensure that we prepare them for the 'rituals and realities' of the 21st century; a time in which humankind is remarkably more globalised and interlinked than ever before. Thus, the challenge is to create a balanced history curriculum

that enables the students we teach both to foster a sense of their own identity and celebrate the identities of the many different types of people around the world. This is of paramount importance if we are going to make our students open-minded and respectful 21st century global citizens.

The key here is to ‘celebrate’ history. Sometimes, it is completely appropriate and unavoidable to lament the negative aspects of our collective past. As we say to our students, we learn best when we learn from our mistakes. However, it is not good enough for us to teach African history using the typical topics of the African slave trade or colonialism. This risks defining the identity of an entire continent as only ever subservient to European conquest. Whilst this part of world history has done a great deal to shape modern day life in Africa and thus should not be ignored, it is hardly a celebration of African heritage. It would be a miscarriage of history to allow any of our students, especially those of African descent, to leave our classrooms seeing Africa as nothing but enslaved and downtrodden, shackled by the history we have chosen to teach them. To pretend otherwise, through inertia or ignorance, only reinforces exactly the worldview that the colonial powers of the 19th century strove to create. The infancy of Senegal’s pan-African ‘Museum of Black Civilisations’, recently opened on 6th of December 2018, demonstrates how little progress we have really made in this regard.

So, what does this look like in practice?

I first noticed the importance of this when teaching history in Hackney, London. As it was an academy, I had the freedom to teach what I wanted. I borrowed a scheme of work on the Black British Civil Rights Movement. Never before had I learned this part of British history. Come to think of it, I never studied the history of any of Britain’s ethnic minorities when I was

at school. In Hackney, my students and I knew plenty about Rosa Parks and Martin Luther King but nothing of Enoch Powell’s ‘rivers of blood’ or the Bristol Bus Boycott. Completely inappropriately, my second and third generation black British students identified more with the history of African-Americans than they did their own descendants in Britain. The importance of correcting this misconception was demonstrated when controversy surrounding treatment of the Windrush generation hit mainstream news in April 2018. I received e-mails of thanks from my former students who felt empowered to enter the debate, armed with the correct knowledge of their heritage.

At The Banda School in Kenya, we study towards the Common Entrance curriculum that limits our scope to British history. However, we teach wider history at a whole school level. For example, we have used pastoral time, assemblies, and project work to ensure our students can relate to and identify with the traditions of remembrance and the history of World War One. Its tragic East African epithet, the ‘forgotten war’, serves as a perfect example of what happens when we become too narrow-minded in history. It would have been ludicrous for us to ignore the role played by millions of Africans who were involved in the conflict. By getting students (and a significant handful of parents and other teachers) to change their euro-centric views of World War One, we were better able as a school to engage with our observance of remembrance. Even when we do cover areas of British history, such as colonialism, we make sure to dwell on the African perspective. Indeed, boys and girls alike from all backgrounds love studying empowered African female warriors, such as Yaa Asantewaa, who ironically fought the British for what we today would call ‘modern British values’.

‘To be ignorant is to remain always child’

Cicero once said, ‘to be ignorant of what occurred before you [...] is to remain always a child. History [...] illumines reality, vitalises memory, provides guidance in daily life and brings us tidings of antiquity.’ If we are not teaching history relevant to the ‘reality’ of the modern world, we can never hope to nurture our students into well-informed and tolerant 21st century leaders. Indeed, like Cicero said, they will forever remain children.

‘Sir, I read about the Windrush thing in the news and it reminded me of our lessons. Thank you for helping us understand about how my family ended up in London. I even went out to protest because I knew how unfair it was.’

‘Look at this in the news! We studied this in Year 8. It’s one of the only times I’ve actually understood what is happening in the news!’

‘Thank you for helping us learn about our history in Britain. I had such a good talk with my parents about it and learned all about my grandpa who fought in World War Two and actually earned his place in London.’

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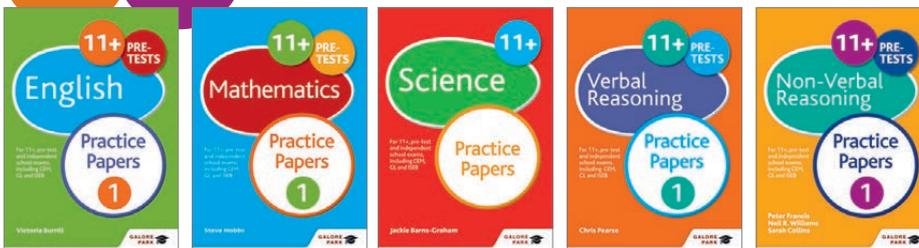


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The insatiable hunger for a classical education

Tim Day, Housemaster and Classics Teacher at Rugby School, explains why a classical education really is for all

My ten-year-old son holds a thick book close to his face, a familiar part of his bedtime routine. He pleads for another minute or two to read one more page of fictional verbiage. The book? One of the Percy Jackson series. There are many similar publications; such is the appetite of the imaginative fledgling mind for fantasy, for the unknown, even for the absurd. No doubt, my son is not the only child of his age, whether a child of the gender of Ares/Mars or of Aphrodite/Venus, to read that and other collections so voraciously. The desire of the preparatory school pupil to devour tales of heroism and villainy, hubris and self-sacrifice, monsters and gods and monstrous goddesses, is apparent, as certain as the oracle of Delphi, as sure as the prophecy of Apollo himself, and many times more secure than Brexit.

In the world of classical mythology, it is assumed that divine behaviour is even worse than that of mortals, since the immortals are slaves to their passions, slaves, ironically, to the very super powers that define them as gods. There is Zeus/Jupiter, with his innate desire to control women (he predates any sense of a #MeToo movement, clearly, being some sort of cultural throwback), and to control other gods, and ensure even destiny itself. There is Ares/Mars, with his hungry desire to fulfil his bellicose ambitions. There is Aphrodite/Venus,

or Eros/Cupid, with their desire to weave mischief and lust amongst hapless folk, who become slaves to their illicit loves, described with such deliciously black humour by the likes of Ovid, and enjoyed equally by Ted Hughes and, in latter years, by Stephen Fry. It is the rich pantheon of classical literature that underpins our more modern genres of literature and film, is it not? How else does one explain the success of *Game of Thrones* or *The Hunger Games*? Is not *Star Trek* based on the errant wanderings of Odysseus, boldly going on a circuitous route around the ancient seas? Is not all modern theatre based on the pioneering founding work of Thespis, or Aeschylus, or Sophocles, or Euripides, or Aristophanes, with the Athenian audience of attentively aggressive democrats being as important to the generation of drama as the actor or the playwright?

When I state with characteristically rhetorical boldness to my own classes that the literary creations of the ancient world are the foundation stones for the entire of western literature, they either laugh at me or they write me off as some sort of classical bore, a dinosaur schoolmaster from another age, whose bombastic utterances ought, arguably, merely to be tolerated, politely, as being the typically windy emissions of a harmless old pedagogue. But when

they read some well-chosen extracts, the conflict between Achilles and Hector in Homer, between Aeneas and Turnus in Virgil, or the tasteless ignorance of the dinner-party of Trimalchio in Petronius, they see what I mean. They draw links, they conceive ideas, they interpret the modern world differently. A classical education gives them a context for their judgment, a set of tools with which to dissect what the modern world has repackaged for them on their Kindle or via Netflix or YouTube.

What is the chief strength of a classical education, whether at preparatory school or at senior school? Classics – Latin, Greek, classical civilisation, ancient history – these are surely the ultimate cross-curricular subjects, of value to all students with an intellectual curiosity. Generations of prep school pupils have feasted on a diet such as this. Their ten-mark responses to Common Entrance Latin questions on the labours of Hercules or the trick of the wooden horse at Troy never disappoint. Even the weakest classical linguist accesses such a question with alacrity. It is the responsibility of senior school classics departments, such as our own at Rugby School, to nurture such unbounded enthusiasm in the young mind. It is for us, with a fine regard, to take the ball in our arms and to run with it. A classical education is for all.

The Thinking School

An extract from *Dr Kulvarn Atwal's* book *The Thinking School*, a timely practical resource for school and school leaders

I am certain that teachers enter the profession because they want to make a positive difference to children's lives. My experience as an educator has taught me that the primary job for leaders in schools is to enable teachers to succeed in this aim. My work is based on the simple premise that the greatest influence on the quality of children's learning experiences in schools is the quality of teaching, and I doubt that anyone would disagree with that. However, I also think that the greatest influence on the quality of teaching is the quality of teacher learning experiences. This is where there is considerable room for improvement in our schools.

The Thinking School presents a model for improving the quality of teacher learning experiences in schools, and consequently improving children's learning and progress. Ironically, in the institutions where the core business is learning, the quality of teacher learning experiences is poor. This anomaly has inspired my work. We need a thinking school because we need to reconceptualise the role of teachers in schools and our expectations for their workplace learning.

Imagine the best teacher you have ever seen or worked with. What makes them so great? Equally, imagine the best school leader you have ever seen or worked with. What makes them so effective? What would your school be like if every teacher and every leader was as good as those you are imagining? What would the children's experiences be like in that school?

Would every child, regardless of their background and learning needs, be flourishing academically, socially and emotionally? The thinking school is a learning organisation where all members of staff see themselves as both learners and leaders. They are all reflective, creative decision makers who understand that they are constantly developing and learning.

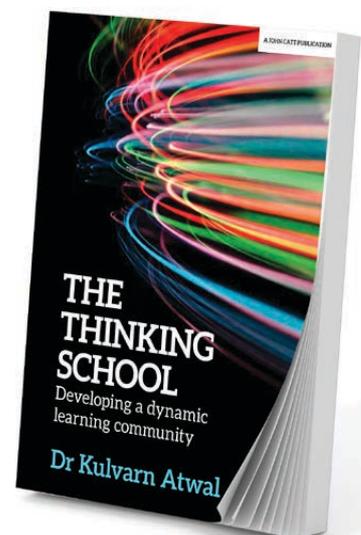
In the thinking school, everyone is responsible for learning and teaching, and children's learning outcomes are central to every conversation. I have deliberately used the term 'thinking' because I want to capture the self-reflection and criticality the word implies. When I walk into a classroom, I look to evaluate the quality of children's thinking and engagement, as well as what may be produced on paper. I will also seek to evaluate the quality of teachers' engagement, thinking and self-reflection. Teachers make thousands of decisions every day. I am interested in the quality of self-reflection and evidence-based thinking that directly informs their decision-making. I want to enable teachers to have opportunities to develop an explicit understanding of the tacit knowledge that informs their decision-making.

I have been a headteacher for six years (in my schools, my title is Head Learning Leader). I am aware that it is an extremely challenging role. I expect those challenges to increase in the next few years, with raised expectations for children's outcomes, recruitment difficulties and budget cuts on the

horizon. School leaders need to meet these significant challenges in a way that is both cost effective to schools and empowering to all members of staff. Every member of staff within a school should be empowered to see themselves as a leader.

Teacher learning is important to me because I believe that we need innovative reflective teachers if we are to provide the best possible learning experiences for our children. This is of particular significance to our most vulnerable and disadvantaged children. Strong and confident teachers and leaders will be able to handle the challenges that schools continue to face to meet the individual learning needs of children and teachers.

The Thinking School is available on the John Catt bookshop now at johncattbookshop.com



Inspire

Catriona Martin, the INSPIRE Coordinator for Oasis UK, reflects on the Armistice Day events held late last year

As part of the Armistice Day events marking the centenary of the end of the First World War, thousands of schoolchildren from across the country came together in special 'Remembrance for Peace' events and made individual pledges-for-peace as part of the INSPIRE project.

INSPIRE is a peace-making initiative for young people, schools and communities. Its aim is to remember those who have given their lives in conflict and act as an impetus to take positive action to work for peace in local communities and personal relationships.

Tens of thousands of young people gathered together in 14 'flagship' events across England, Wales and Northern Ireland, alongside hundreds more assemblies, lessons, local gatherings and projects; all as part of INSPIRE.

Ahead of the events students participated in a variety of projects: investigating remembrance, creating models of peace, and building and signing the INSPIRE Peace Charter.

The largest event, held at St Paul's Cathedral in London, was attended by nearly 2000 young people, featuring songs, poetry, and artwork created and performed by the young people themselves. This was all part of their public commitment to pursue peace in their daily lives.

The artwork was inspired by a St Paul's altar-frontal created by soldiers suffering from shell shock following WW1. Flowers and birds, created by students, were dropped from the Dome of St Paul's as part of the event. These were then displayed under the dome until they were given out to the congregation, following evensong that evening.

People flocked to choose peace motifs and prayers to take home with them, with many of them being taken back to other countries including Mexico, Italy, India and the US. On Saturday, visitors to the Lord Mayor's Show were also given some. Messages of peace have now been offered to young people across the world and will hopefully inspire them to work for peace too.

Reverend Steve Chalke MBE, founder of the Oasis group of charities and the INSPIRE movement, said: 'For too many young people, particularly those from disadvantaged backgrounds, peace is an old fashioned term, straight out of history books. In their day-to-day lives, it is an irrelevance. Peace means very little to a young person who believes they need to carry a knife to protect themselves, or who are struggling to find a place to belong – a sense of who they or whether their lives matter.

'INSPIRE is changing that. The project empowers young people to not only learn from the past but also actively engage with the present so that the future, their futures, can be better.

'To take part in such a project takes courage and determination. I am very grateful to these young people for heeding the call and using this year's centenary of the end of the First World War to take a stand for peace!'

One of the schools that INSPIRE have been working with is Windlesham House School.

Windlesham hosted the launch of INSPIRE's schools' engagement across the UK. Lord Hastings introduced the launch, which was attended by many heads of prep and senior schools.



Following the event, Windlesham children created a beautiful mosaic of a white dove – a symbol of peace building that will serve as a legacy to inspire the next generation of peacemakers.

Windlesham was the first independent school to sign the INSPIRE Peace Charter, which was also promoted at the 2018 BSA Heads' Conference. Justin Blake, Head of Social Responsibility at Windlesham House, has been leading the INSPIRE initiative for independent schools.

The Windlesham 'INSPIRE peace mosaic' was installed in the school chapel and unveiled for Armistice Day 2018 in a special remembrance service with Lord Michael Hastings, KPMG Global Head of Citizenship.

Windlesham is playing its part in mobilising a generation of young people to commemorate those who have given their lives in conflict, collaborate with others to become a nation of peace builders, and celebrate a hopeful future.

As Eleanor Roosevelt said, 'It is not enough to talk about peace. One must believe in it – and it isn't enough to believe in peace. We must work at it.'

Love to Teach

An extract from *Kate Jones' exciting debut Love to Teach*, filled with research-informed concepts and practical resources to support and inspire teachers at all levels

Continuing Professional Development (CPD) across schools previously had a stigma associated with termly inset days that teachers would dread. These insets often involved a team building task (resented by teachers, who would rather be planning, marking or doing anything else to reduce their workload) or being introduced to the latest fad in education. Another issue with CPD is that schools have often adopted the one-size fits all approach. This whole staff approach can work, I have attended many sessions that I found useful and have also delivered many whole school professional development sessions to colleagues. Despite using subject-specific examples, I tried to ensure that the session aims and content were relevant to all staff.

Whole school training depends on the context and delivery. It is not always the best method as a staff body will often vary in levels of confidence, years of experience, different subjects taught, different age groups, and so on. CPD should not be limited to inset days or twilight sessions as it is an on-going process throughout our career and we should be taking leadership and ownership of our professional development.

Shaun Allison, author of *Perfect Teacher-led CPD*, has stated that leaders responsible for CPD need to get teachers excited about teaching, talking about teaching, planning and evaluating their teaching with other teachers, observing, learning and sharing what works with each other. This book by Allison is a very good read for anyone leading CPD. It is clear

and concise with lots of suggested strategies for schools. Responsibility for professional development as a middle leader with colleagues in your phase or subject or as a senior leader is so important. Continuing to help teachers improve their practice should lead to greater improvements and value added success with student progress. Coe et al strongly emphasise in their report titled 'What makes great teaching? Review of the underpinning research', that 'teacher CPD should lead to benefits for learners' and he believes that there should be a 'general recognition that teaching well is hard and needs to be learned'.

There's a belief that some teachers are just better than others or that people are born to teach! There are people who are naturally stronger at communication or are naturally more confident. The idea that you are either a good or bad teacher, you have either got it or you haven't, demonstrates a very fixed mindset. As a profession, I believe that we don't accept this notion; if we did believe that then we could have an even bigger retention crisis. If we also had this attitude that you are either good or bad at something then imagine the negative impact that would have on the learners in our classroom!

William recognises and addresses the complex issue of teacher quality and examines the options to deal with this. Firstly, attempt to replace existing teachers with better teachers, although with reported figures of teacher retention, this could lead to further problems.

Replacing teachers is not always easy to do and the process can be slow. Another suggestion William refers to by Hanushek is to increase the threshold for entry into the profession. In Finland, teachers are regarded in high esteem and are well paid but all are expected to have completed further study to at least a Masters level. The alternative to both options is to improve the quality of teachers already in the profession. William writes, 'our future economic prosperity, therefore, depends on investing in those teachers already working in our schools.' This is where on-going professional development becomes central and critical.

Coe in a different report entitled 'Improving Education: A triumph of hope over experience' suggests CPD should be intense with at least 15 hours but preferably 50 and the case study in this chapter shows an example of a school that requires teachers to undertake 50 hours through a strategy that has been well-received by staff. Coe adds CPD should be sustained, over at least two terms. The report recommends CPD should be content focused on teachers' subject knowledge and how students learn. There should be opportunities for staff to try out ideas, discuss and evaluate and, of course, should be supported. Finally, it is no surprise that Coe promotes an evidence-based approach, sharing strategies that are supported by robust evaluation and evidence. Coe does realise that 'even if such training were offered, many school leaders would have serious concerns about allowing their teachers

to spend so much time out of the classroom and their CPD budgets would probably not allow it anyway. Moving to a model like this would require big culture shifts.'

A stand-alone single CPD session or inset day won't transform teaching practice. It might be useful, but the impact will be limited. I attended a course focusing on moving teaching from good to outstanding, the focus should have been about effective teaching, rather than using language associated with Ofsted (The English School Inspectorate – Office for Standards in Education). Perhaps my expectations were too high, but I was very disappointed. How can a teacher who has been teaching for six years progress from 'good to outstanding' during a one-day course? That course was very costly. This took place during the week, so I had to set cover and be absent for my classes.

This experience made me think very carefully about the CPD courses I would attend in the future, is the juice worth the squeeze? That is not to say that there aren't great courses available for teachers, because there are. For that specific event, I failed to do my research and I had unrealistic expectations. Professional development is an on-going and long-term process, not a short-term quick fix. One-off expensive courses in a hotel conference room with a free lunch won't change your life but taking control of your professional development can.

In recent years, teachers around the world have shown that they are leading the way, with ownership of their own professional development. This can be very empowering and enjoyable. Taking responsibility of your own professional development can enhance, and eventually even transform, your teaching practice.

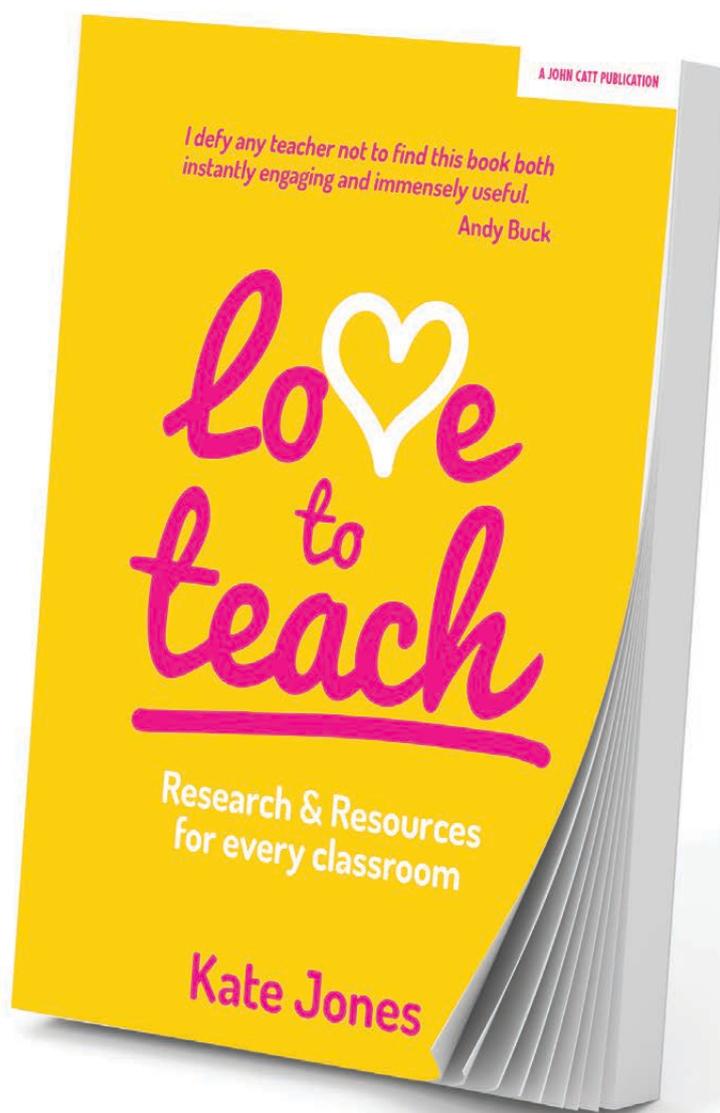
Based on my own personal experiences, I feel that this approach towards my own professional development has been a major factor towards increasing my confidence and wellbeing. I certainly believe

that I have progressed more so in the last three years of my career compared to the first five years, and that is not a criticism of the school I worked at because it was the leaders at that school that helped me truly understand how powerful professional development can be.

Jackson often shares this message that 'learning is a part of everyone's life – it's not just something that happens in the classroom' I believe as teachers we are excellent role models when we learn, progress and develop throughout our careers. Quigley

offers some wise words which further echo this, 'we must never fall prey to thinking our learning has stopped. We should be the ultimate role models for continuous learning' and Quigley links this to growing teacher confidence too. This chapter focuses on how teachers can take a firm hold of our own learning, progress and professional development.

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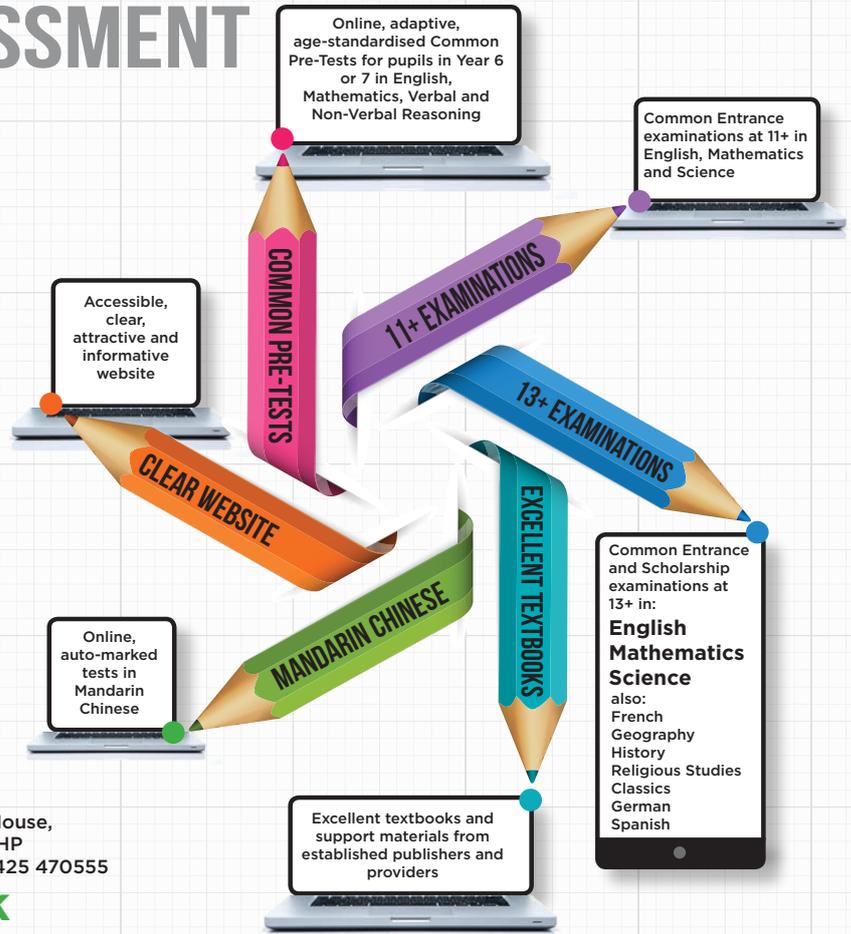
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Shaping up to the meaning of life

Ian Morris, Chaplain at Bishop's Stortford College, presents an assembly for lent

Here's an assembly that would fit in very well with a lent theme as it focuses on our connections with each other and God. I went to town with illustrations of letters and fruits at the beginning and a gif that showed a jigsaw being put together graphically showed what I meant. Apparently men can be an X, a T, a V, an O or an I, whilst women can be apples, pears, strawberries or bananas. If like me this is news to you, I am referring to body shapes. This got me thinking. If our bodies can be categorised into a shape then how about our souls? For the shape of our souls will have a more profound effect on shaping our future and determining our purpose.

Like the quizzes that appear on teen website and in magazines that help you to discover what kind of fish or vegetable you would be according to certain criteria – how would you shape up? As you consider your attributes, personality, strengths and weaknesses, with which shape do you share most features? Are you a regular square, a diamond geezer or one who has the strength of a triangle? Do you see yourself as a rhombus with leanings one way or the other, or perhaps you have the all roundedness of a circle, or the many facets of an octagon?

Knowing that we might be a certain kind of shape can help us to identify who we are and, thus, our purpose in the lives that we lead. Growing up, those I knew were happy to be squares; most just wanted to blend in the crowd rather than stand out. Yet

so many of today's generation want to appear as circles. Unlike squares, circles stand out from the others. Their curved edges prevent them from being lost in the crowd. Moreover, as a symbol for perfect completeness so many want to give that impression online. Circle says: 'Look, I'm an individual – the star of my own story.' One only has to look at tourists who choose to see the sights through the lens of their phones on the end of their selfie sticks.

By reaching out to and letting in others, we are stronger.

Pondering this at the pub, I had an epiphany. It was as though the scales fell from my eyes and I saw the answer to this ultimate question about the meaning of life and our purpose. You won't be surprised to learn that the answer from me is really rather simple, yet its simplicity makes it profound – the purpose of life and the shape of one's soul is to be a jigsaw piece!

For those who are too sophisticated to get simplicity, let me explain.

A jigsaw piece is an entity in itself. Like any other shape it's clearly defined. However, it is not made whole in itself. To be a complete entity the jigsaw piece needs to not only make connections with other jigsaw pieces but to also allow other pieces to connect with it.

Jesus tells us the purpose of life is to love God and love others. A jigsaw piece embodies that. By connecting with other pieces and allowing them to connect to us we become part of the bigger picture. We participate in His story, which is bigger than our own. Connecting with others is purposeful and makes us feel great about ourselves. Yet allowing others to make connections with us makes us vulnerable, which many are not prepared to do. But it's in that vulnerability we are made whole. Not only are we to reach out to love God and love others but we are to allow them to reach in and love us. Sometimes it takes greater courage to let the love of others and God in than it does to reach out to them.

By reaching out to and letting in others, we are stronger. Through our connections we are less likely to get brushed aside because the other pieces hold us in place. So, for those struggling to find purpose, become a piece in the jigsaw. Don't let circumstances squeeze your soul into a shape that causes you to go it alone as a circle or square. Our purpose is not found in ourselves but in the connections we make when we reach out and allow others to reach in.

Discussing mental health

Alison Tonks, from Oxford High Junior School, considers how we can support our children and teach them the importance of good mental health

In the past decade, the topic of mental health has been increasingly discussed, as the number of children needing treatment is also on the rise. The government has responded by releasing plans published by Education Secretary, Damian Hinds. From September 2020, health education will become a compulsory subject. This will involve teachers delivering lessons about building mental resilience and wellbeing, recognising when they are struggling with mental health and teaching strategies that children can apply in times of need.

Damian Hinds said, 'good physical and mental health is also at the heart of ensuring young people are ready for the adult world. By making health education compulsory we are giving young people the tools they need to be ready to thrive when they leave school.'

At Oxford High School, one of our school aims is 'to educate high-achieving girls, who have the drive and determination to change the world for the better'. We fully recognise that for us to teach pupils who can thrive in their exams, but also have the ambition and skill set to change the world, we need to provide them with a strong foundation in mental health awareness and strategies that they can continue using for the rest of their lives.

In the past few years, Oxford High School has given mental health the spotlight that it deserves. Back in

2015, the prep and senior school spent an INSET day receiving training in 'working towards good mental health in schools'. This INSET day gave us the tools required to deliver mental health first aid. Since that INSET day, we have been exploring other ways in which we can support children with mental health needs in the prep school.

What have we done to support children with anxiety?

A couple of years ago an intervention was recommended to me, named 'No Worries'. The intervention is designed to provide school teachers with a programme that can be used for children with low levels of anxiety. The programme consists of eight weekly sessions, followed by two follow up sessions. The underlying psychology behind the programme syllabus is Cognitive Behavioural Therapy (CBT).

CBT is a form of talking therapy that can assist people in managing their problems by changing the ways that they think and behave. It is based on the belief that thoughts, feelings, physical sensations and actions are all interconnected. If a person is having negative thoughts or feelings, then this can trap that person into a vicious reoccurring cycle. No Worries seeks to break the cycle of anxiety, by training the child to notice a negative thought, feeling or sensation and change it into something positive. No Worries also includes modules on how to set a goal, practise mindfulness and

understand their support systems.

Did the programme work?

I wanted to be sure that investing in the programme would be an effective use of our time and finances. Therefore, I used the intervention as my research for my MA in Education dissertation, which I was completing at the time. I designed the study to ensure that I had three groups of differing ages, Key Stage 1, lower Key Stage 2 and upper Key Stage 2. It is estimated that between 60-70% of children had a decrease in anxiety symptoms. The result remained consistent in the data reported by both the children and their parents, the wait list control group (after they received the intervention) and after a two-month follow up.

One interesting finding was that 73% of Key Stage 2 children reported greater benefits to completing the No Worries programme, compared to only 50% of children in Key Stage 1. As I was delivering the intervention, I was aware that both of the Key Stage 2 groups were engaging more in the discussions and home support tasks, compared to the Key Stage 1 group. I would recommend the programme to a school if they are looking for a resource that can be used with small groups of Key Stage 2 children, who are struggling with low level anxiety.

What about preventative measures?

At Oxford High School, we want to be proactive, not reactive. We aim for

We aim for our pupils to develop their emotional literacy and resilience, which will help to prevent mental health issues in the future.

our pupils to develop their emotional literacy and resilience, which will help to prevent mental health issues in the future. This is why we have been working alongside the Positive Group. Positive aims to use research in psychology and neuroscience to help organisations optimise wellbeing and performance.

Since 2016, Positive have been working within education to deliver a whole school approach helping teachers, staff and pupils to flourish. The aim is that the staff understand and use the tools themselves before they start teaching strategies to pupils.

Since being trained by Positive, I have been assisting in the implementation of strategies across our prep and senior school. The tool we have found to be most effective is the emotional barometer (EB), which is a quadrant that pupils or staff place themselves on based on their current mood and energy level. One pupil who suffered with low mood said, 'the EB has made me realise that I am not sad all the time. If I feel sad then I can look at a time I was happy and do whatever I was doing at that time.' Another tool we have enjoyed implementing is the Worry Filter. This uses the concept that every worry is either useful or useless. A useless worry would be something that we have no control over, for example a delayed flight. The Worry Filter is a great tool that we can utilise at any relevant moment during a school day. We hope that Positive will continue to grow within our

school and provide our pupils with a bank of useful tools.

How early should we teach children about mental health?

I am currently in the fortunate position of leading the Early Years Reception team. Over the past few months, we have been building in age appropriate ways of educating children about mental health.

Firstly, we adapted the EB to suit younger children, which uses one mood scale rather than the second scale of energy. The pupils are able to move their counter along the EB whenever they chose. This gives us a physical indication of how the children are feeling and a starting point for conversations.

Secondly, we have a worry monster that loves to eat useless worries! If a child is having a useless worry, e.g. if they have forgotten their PE kit, we can invite them to discuss this worry with us and then 'feed' it to the worry monster. This physical act of feeding the monster helps children to move on from their worry.

Thirdly, every pupil has their very own 'Belly Buddy.' These buddies are placed on a child's stomach as they lie down and focus on their breathing. The buddy provides the child with a point of reference and helps the child focus their attention. This is the beginning of mindful practice, which has been shown to improve pupil's moods, attention and relationships with others.

Lastly, we discuss the brain with the children in an age appropriate way. The pupils know that an animal lives in their brain (the limbic region) and this animal can take over if we are cross or upset. We also have a thinking area of our brain (the prefrontal cortex) and this area can help us control the animal. If a child makes the wrong choice in school, we refer to the animal brain model. We encourage the child to use the thinking part of the brain and reflect on what they could have done differently.

Over time, the children will develop their ability to use the thinking part of their brain before they act. These strategies help children develop their resilience and control, which has a huge impact on their peer relationship. The strategies evolve for each year group, as the children develop and expand their understanding of the brain.

What's next?

I feel extremely lucky to be working in a school that prioritises mental health. We aim to equip our pupils with a large bank of tools that they can dip in and out of for the rest of their future lives. I am excited about our next phase of development, which is to embed No Worries, Positive and Mindfulness into our curriculum to ensure that strategies are built on across each year group.

Top tips for supporting children to develop their understanding of mental health:

- Start teaching young children about the brain, giving them strategies that they can apply early on.
- Use consistent language across the school.
- Have a bank of tools at your fingertips and refer to them at relevant times through the day to fully embed the tools.
- Plan in curriculum time dedicated to mental wellbeing.
- Don't ignore the mental wellbeing of staff – practice what you preach!

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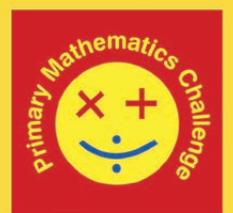
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Only girls allowed

Sue Collins, Deputy Head of Burgess Hill Girls' Junior School, takes a look at girls-only education and its benefits

The evidence on the academic advantages of learning in a single-sex environment is clear. They are more likely to take a STEM subject at A Level. Girls are also more likely to study languages beyond GCSE, and it's noticeable that half the Sunday Times top 10 independent schools are all-girl schools. Incidentally, why is it that girls' schools are so often called upon to justify their approach? It's rare to see criticism of the likes of Eton or Harrow for retaining their male-only communities.

And many grammar schools, widely respected for their academic prowess, hold steadfastly to their single-sex status. To my mind, it is the life skills that girls acquire in a single-sex environment that impact on their lives as much as academic success. There's so much more to an inspirational education than a clutch of A*s. Life skills – so-called 'soft skills' – may be harder to measure than a GCSE paper, but they're just as important. In a single-sex environment, girls can learn and experience life in a safe setting. When that begins at the start of their education, they carry those values into secondary education and their adult lives. When I first qualified as a teacher I was determined to work in the state sector in a mixed environment and 'make a difference' but my interview for Burgess Hill changed my views on how and where that difference could be made. On my first visit to the school, the calm and inviting environment immediately struck me. As part of the interview process, I taught an English lesson on poetry and was immediately struck by the girls' enthusiasm and motivation.

I had entered a world where it was cool to learn and achieve. As the girls left the classroom they confidently looked at me and thanked me for the lesson. I had arrived in heaven! As I have progressed through my teaching career, I have come to realise just how beneficial it is for girls to be educated in a girls-only environment.

There is a significant difference in the way girls and boys learn, and the younger the children are, the more apparent this is. They can also be more self-critical when evaluating their performance and this can lead to a lack of confidence. As a teacher of girls, it is incredibly important to address this very early on in the educational journey. And in a world where use – and misuse – of social media has become endemic, this has never been more important. With girls under pressure to post the perfect picture or get 100 likes, this relentless focus on building self-confidence and resilience is vital.

This year's Girl Guiding Attitudes survey reported that 25% of girls aged 7-21 reported they were very happy compared to 41% in 2009. And 59% of girls aged 11-21 said that social media was a main cause of stress. Ten years ago social media wasn't included in the survey – Instagram, WhatsApp and Snapchat didn't exist! Some 73% of girls aged 11-21 said that women have to work much harder than men to succeed compared to 57% in 2011.

At Burgess Hill there are numerous opportunities for girls to develop and build self-confidence: drama productions, assemblies, residential trips, sporting fixtures and a variety of extra-curricular activities. This is in

addition to the high-quality academic education that is tailored to the individual.

This focused approach allows girls to achieve to their own potential in the classroom that, in turn, further raises their confidence. At Burgess Hill Girls, achievements both in and out of school, no matter how small, are valued and celebrated openly, and as a community. This strategy means every single girl is appreciated and this, in turn, increases her self-esteem. This tailored approach to a girl's education produces confident young women ready to hold their own and succeed in an increasingly competitive job market.

When we hear from our Bold (old) Girls about their university and career success, it seems to confirm that early exposure to a nurturing, non-judgmental environment pays dividends. Whether it's working as an engineer for a Formula One racing team, campaigners for social justice or becoming president of the University of Oxford Women's Cricket Team, I always notice that many of our girls opt for careers in 'non-traditional' occupations for women and are making a mark as individuals who are unafraid to stand up for their beliefs.

And the sooner girls move into an environment that fosters those attitudes, the better as far as I'm concerned. As both a parent and teacher of girls, I believe this is what we all are striving for and our daughters deserve.

The case for a compulsory rugby experience



Neil Rollings, from Independent Coach Education, explores the historic relationship prep schools have with rugby and why he thinks it should always have a place in our schools

The prep sector has had a long relationship with rugby football. The distinctive posts still adorn many school grounds, even two years after the RFU made them obsolete in the game below the age of 13. Schools are emotionally attached to the game: prep schools just don't look right without them.

It would be naive in the extreme to suggest that there was a golden age in which all boys loved the game. The sector has produced endless generations of boys who did love their rugby experience, but certainly a significant number who learned to hate compulsory games, and everything that went with it. Most schools were deeply dismissive of this constituency, and their parents were curiously quiet. Coming out as a rugby-hater attracted wide suspicion. The pacifist lobby was a seditious guerrilla movement, which traded in a currency of strategically positioned music lessons and dubious medical notes.

Schools operated their own version of apartheid, inventing conspicuous tokens of adulation for its marquee games players. Blazers, colours and honours boards abounded. At the same time, some pretty shabby provision for the less enthusiastic was hidden behind the iron curtain

of compulsion. The conscription of boys was mirrored in the teaching staff. Most were required to spend more time coaching rugby than premiership coaches do, with the flimsiest qualifications to do so. This created a perfect storm, where the least enthusiastic pupils spent every afternoon in the company of the most incompetent coaches. It was never a recipe for engagement.

The golden age is long gone. It is, however, deeply lamented in many quarters, and the sector is struggling with what comes next. Widespread publicity of perceived injury risk has given voice to the anti-rugby lobby. Raised awareness of concussion danger has legitimised the requests of parents who do not want their children exposed to this risk. Schools conscious of the business and legal implications of the compulsory game have acquiesced to a rising tide of requests to avoid it, though have confused themselves as to what a sports programme looks like without the organisational expedient of everyone out on the rugby pitches simultaneously.

Ironically, the school game has probably never been safer. The RFU has taken a commendable lead in initiatives to optimise player welfare,

and schools have medical provision that would have been unimaginable in the era of the bucket and sponge. It is likely that – below the age of 13 – no game has a significantly higher risk profile than any other. This can't be confirmed, as no other National Governing Body has such robust data collection mechanisms, but it is probable that hockey and netball (and the playground) carry equal injury risk in prep schools. The risk profile of rugby changes massively after the age of 15.

The shop window of the game doesn't help its image. The professional game has created a cast of characters who would not be out of place in *Lord of the Rings*. Enormous bodies, forbidding beards, intricately tattooed. Leaving the field on stretchers, covered in blood, in pretty much every international game. When the culturally indoctrinated Twickenham crowd routinely applauds the injured player leaving the field on a motorised stretcher – in a neck brace and surrounded by doctors – it rarely gives a thought to the impact of this image on unconvinced mothers. And it is not positive.

The danger lobby has been cleverly mobilised. The game has responded with a series of risk management

initiatives. But it will never reduce the risk to zero. Rugby has always carried the possibility of injury, but most participants, and many parents, have felt that the advantages outweighed the dangers. Curiously, the beleaguered school game has been slow to articulate the benefits it perceives in the game, and the reasons why rugby is afforded such programme primacy. What might they be?

Gaining confidence from overcoming apprehension has always had a place in education, delivered variously through physical activities and outdoor pursuits. Generating self-esteem through meeting challenge, and learning the satisfaction of that process, is universally important. The joy of creative movement is inherent in all human societies. But rugby can offer more – even – than that.

In a world concerned with mental health issues, and in which children spend long periods inactive in solitary, screen-based pursuits, it is possible that team games such as rugby are more important than ever. Research is clear that humans need to find meaning in their activities, and need to feel part of a community, united

by common culture and ambition. It is here that games have most to offer. The community of a team, with its unique social bonds has the capacity to attach emotion to memory and create moments of both magic and meaning. Those fortunate to experience this routinely remember it for the rest of their lives. It can be a high point of human experience.

The selflessness demanded by combined endeavour, working together towards a common goal, membership of a meaningful group and achieving something together that no party could accomplish alone is the essence of community. A real group, with real relationships and interdependencies – not an online one. The 21st century is short of these opportunities, and the unique environment of rugby provides a rare possibility to experience this fundamental human need. There are many advantages in other physical activities, as well as collaboration opportunities beyond sport. Rugby combines the two.

These benefits are not inevitable. They depend on the quality and appropriateness of the rugby experience. For some pupils, this will not start with

the contact game. Many of the benefits of the game can be delivered through a sensitive programme that provides the right type of challenge for all. The challenge for schools is to find the programme that delivers this; it will look considerably different from the provision of old – especially for the late developers.

Rugby will always be more attractive to some children than others. The idea that its appeal is universal was always flawed. Ultimately, the game will not be for everyone. But the potential benefits to most participants might be seen to justify a compulsory experience of the game in some form or other. Rugby can be compulsory without contact rugby being obligatory. The higher the quality of appropriate delivery, the more pupils will be retained in the rugby programme when the doors of choice are inevitably thrown open.

Although retention will never be 100%, perhaps the level of enthusiastic engagement is a better measure of the success of a school rugby programme than the competitive triumphs of a small number of early developing players?



Mentoring teachers and leaders

Paul Baker, a Consultant Geography Tutor and an MA Supervisor at the University of Buckingham, puts forward the case on why the mentoring of teachers and leaders in prep schools is so important

The role of the mentor in a school is vital to support an individual's professional development. This is not only for the teacher who is involved in a PGCE course or is new to the school; I would suggest for all teachers to benefit from this. Mentoring can be an extremely rewarding professional experience and mentors also benefit from the interaction with the mentees. Mentoring cannot be an individual responsibility for the reason that no one mentor will have all the skills and knowledge that comprehensive mentoring will require. A school-wide climate of mentoring needs to be established if mentoring is to become a general principal for operating in a school. It is often recognised in schools that any member of staff may at some time or

another require additional help and support in the classroom and often this is random but in some schools collaborative teaching is regularly employed for both the benefit of the staff and the pupils.

Where this is reflected upon, there is a widespread benefit for the whole school. Counselling, negotiation, conflict solving, giving and receiving positive and negative feedback and setting targets happens as part of the support and supervision of children in schools, but does it happen also for the teachers whatever their age, ability, subject or responsibility? School leaders just as much as classroom teachers meet conflicts in their daily work and, therefore, I would suggest that mentoring can be seen as a process that not only

contributes to the training of teachers in their early stages of a career but also to that of more established teachers in the later stages of their career, where higher-level skills may be required.

In the past when one thought of mentoring it conjured up the idea of a more senior member of staff supervising a new teacher in a school, which was in reality an occasional visit to the classroom followed by a friendly chat about how the teacher could improve his performance. In schools there were also informal discussions with departmental heads and other colleagues in the pastoral team. When I started teaching in 1970 this was rare but took place occasionally. The whole atmosphere in schools today has changed with a much more managed system of support but for all teachers there is a need to recognise that there is a place for all to be mentored as part of all the teaching development, from the new recruit to the headteacher. This should, I believe, be regular (once a week meeting/observation for new teachers and maybe once a month for more senior teachers) and part of school policy.

However, this can only succeed in a school if there is a set of criteria that would be able to cover not only looking at the teaching of particular subjects but also the overall management of the pupils. The school

It should be remembered that the mentor status could enhance their self esteem, self-confidence and self-image.

would need to provide professional credibility and so mentors would need criterion that would be appropriate to individual schools. This would allow them to be practical, coherent and rigorous, involving the aim of providing the senior management and the school governors evidence that a foundation of excellence was developing and ways in which the school was developing and becoming more proficient as a whole.

The 'climate' of a mentoring policy as I am suggesting must acknowledge three points:

1. Every member of the school – both children and adults – has an entitlement to development.
2. That the whole school community learn and develop best practice.
3. That staff development throughout the school must involve continuous support.

Mentors through the process also need to consider their own professional development through the work they are doing as mentors by:

- Helping others to reflect on their practice must be beneficial to the mentor, as it will not be beneficial unless they question their own practice while giving advice over knowledge, skills or attitudes processed by others who are observing or relating too.
- Mentors after questioning their own practice should then face the challenge of improving their own practice with their mentor.
- Specific skills such as listening, giving good feedback, observing practice, coaching, counselling, motivating and other skills will be used by the mentor but will also allow mentors to reflect on these with their own mentors.

To set up the mentoring programme there needs to be initial training but schools probably in many cases have the necessary knowledge and expertise among their staff to deliver this training.

It should be remembered that the mentor status could enhance their self-esteem, self-confidence and self-image. It can be very satisfying to be responsible for helping someone's development as a teacher or leader but it must be handled with care, both sensitively and professionally. Helping others when they have problems can lead to mixed feelings and emotions but on the whole sharing problems or successes with sympathetic colleagues is usually a far better way of improving their teaching or management skills.

Knowing that you are going to be observed teaching or a discussion about planning can certainly focus the mind and the mentee will no doubt think harder about their performance.

Staff requirements for effective mentoring

- Can you provide a good model for others?
- Are you up to date with subject pedagogy or management requirements?
- Are you committed to supporting and training others?
- Are you an approachable person who can establish a trusting relationship with colleagues?
- Can you inspire colleagues?
- Do you have effective communication skills?
- Are you prepared to learn from others two-way process?

Summary of strategies

There are a number of mentoring strategies by which the mentor can address the goals of the mentee and there are a number of mentoring strategies to promote and enhance professional practice. These include:

- Collaborative teaching or co-teaching where mentor and mentee plan and teach lessons together.
- Structured observation by mentee of a mentors lesson followed by discussion similar to mentor observing mentee's lesson, which is

often the usual practice.

- Mentor-mentee meetings where professional dialogue can take place. Meetings should be both professionally challenging and supportive, providing opportunities to explore mentee's ideas and understandings in depth, to raise their awareness and develop future plans. Mentors need to listen as well as provide guidance and direction. To ensure time is used profitably, all meetings should be organised at a convenient time and given priority over other commitments.
- Observing lessons as organised regularly or attending meetings that the mentee can manage are essential for successful all school mentoring. Discussion time after these can be either straight away or at another convenient time – I suggest no longer than 48 hours after the observation.
- It is very important that mentors and mentees carry out self-reflection and evaluation. Time must be found for this. Reflective practice is important as a deeper and constructive process that encourages both mentor and mentee to reflect explicitly and critically so that practice can be improved.

One final thought: who mentors the headteacher? In many schools a governor or an outside agency carry out mentoring, but a thought to leave you with is should it be someone within the school too?

To conclude, I hope I have allowed some thought to be put into your school's mentoring as a critical element in the professional development of staff. Effective mentoring schemes in schools have very real benefits, irrespective of the stage of staff's professional career. It is an essential part of the school having a critically, high-quality learning and management environment.

The campaign for colour

Sarah Matthews, the new Headmistress of Truro High School for Girls in Cornwall, justifies why the creative arts are the key to providing a bright, broad and balanced curriculum in our schools

In schools we are preparing our students for jobs we cannot yet imagine and thinking creatively will be a vital element of adapting to the future. If the students do not learn to take these creative risks routinely in the classroom, then how can we expect them to be filled with confidence when doing so in the workplace?

This simple question is, for me, the crux of the matter. A blinding illustration of just why it is so important for every student to push their boundaries creatively, to leave their comfort zone, take a risk and give it a go.

It is therefore worrying that earlier this year a BBC survey found nine out of ten secondary schools are having to cut back on arts teaching for financial reasons. Of the 1200 schools that took part in the study, 10% admitted that they now rely on voluntary donations to provide arts and music teaching. Now, more than ever, it is independent schools that are championing the creative arts.

Truro High School prides itself on providing a curriculum that is strong in all areas. In 2018, 59% of all of the school's A Level passes were at grades A*/A with excellent results in all subjects from STEM to Latin and from Textiles to History. Behind this success is a simple formula based on allowing students of all ages the time and space for creative expression;

discovering and nurturing talents.

We are very proud that at Falmouth University's CreatEd Awards – the annual competition run by the UK's top arts university for schools and colleges – Truro High was again the biggest prize-winner picking up 16 Highly Commended prizes plus three major awards (Fine Art, Textiles and Dance) and this is testament to the opportunities provided for girls to excel in these areas.

Children have different skills and talents that must be grown and nurtured. Without creativity being explicitly taught, society risks losing this vital skill. The study of the creative arts provides not only the opportunity for self-expression and reflection, both of which are vital in a busy modern world, but it also heartens students to take bold academic risks across the curriculum and learn that thinking differently can lead to great breakthroughs as well as beauty. This should be prized in society.

A key example of the benefits of the creative arts is young scientist Bennath Halse. Bennath left Truro High last summer with three A*s in STEM subjects and her sights set on a career in science or the world of medicine. For her, the opportunity to study for her Gold Arts Award alongside her A Levels gave vital balance to her curriculum by providing an outlet for her creative

talents and the challenge to stretch and grow.

The Creative Arts classrooms are also frequently where confidence is grown. Children feel a great sense of pride in producing something worthy of exhibiting to others. In these classrooms they discover that they can learn much from the process of trial and error; they learn to reflect and adapt and they discover that making mistakes can lead to greater learning. In areas such as drama and music, they learn how to collaborate productively with others and develop skills such as the ability to negotiate and effectively prioritise and synthesise different ideas. All of these allow the students to learn to be adaptable and resilient, which are key skills for students ready for the future.

There is far more important to an enriching education than just providing knowledge. For young adults to thrive in roles we are yet to imagine, we must provide them with not just knowledge but skills and habits of mind that will allow them to adapt and lead change. Encouraging intellectual curiosity and independent thought, as well as providing classrooms that develop resourcefulness, the ability to collaborate and resilience is what are needed to prepare our students well for the future. Literacy, numeracy, acquiring knowledge and critical

It is therefore worrying that earlier this year a BBC survey found nine out of ten secondary schools are having to cut back on arts teaching for financial reasons.

thinking are all absolutely vital, but pieces of the puzzle and successful schools balance this with the development of other vital skills.

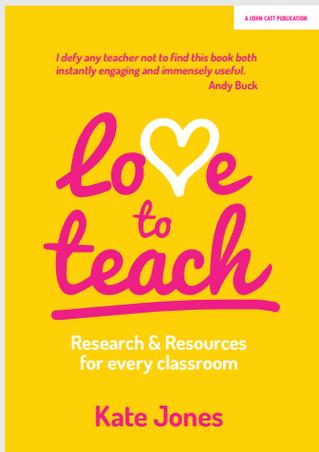
The students who may believe they are less naturally talented at Truro High School are encouraged to have a growth mindset; all skills can be grown and developed through excellent teaching

and personal determination. But these lessons are not just about the end result, they are about the processes involved in creative thinking and so whilst a girl might not produce the most eye-catching art or dance, she can take the skills learnt in these lessons back into her area of strength and they will help her excel there. Breakthroughs in science, business and maths would

never be made if people did not learn to think creatively and take academic risk.

Time and space for creative expression is also good for the spirit. In a time where adolescent mental health is a growing concern, we teach our girls that it is absolutely ok to take time out to do the things that traditionally allow you to express and process emotion in order to keep the mind and body healthy. It is widely reported that currently one in four adolescent girls in the UK identifies as having a mental health concern and we do not want our girls to be on the wrong side of that statistic. Providing opportunity for artistic expression is one of the many ways we proactively ensure positive mental health habits in our girls. We believe that happy girls achieve and what often makes girls happy is a balanced curriculum where there is time to express themselves creatively and produce end products that instil a sense of pride.





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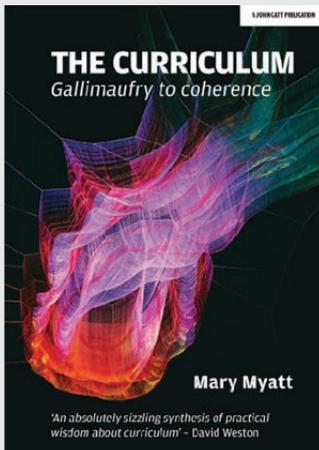
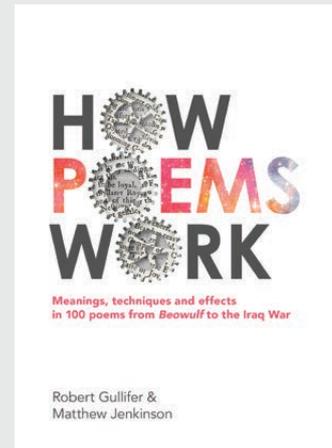
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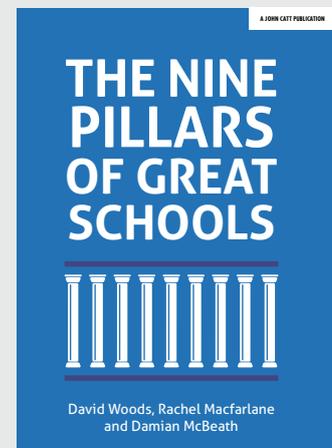
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SATIPS Art Exhibition 2018

SATIPS' member schools showcased their talented young artists' work at the exciting SATIPS' National Prep Art Exhibition held at Bromsgrove School

Open to pupils from Reception to Year 8, the exhibition was an opportunity for each member school to display up to eight pieces of their pupils' artwork. Bromsgrove was delighted that 49 member schools sent artwork for display. The standard of work was incredibly high and the artwork ranged from individual masterpieces, to 2D and 3D work and collaborative pieces.

The exhibition was launched on Saturday the 21st of April, with a

private view event for heads of art and headteachers, and on Sunday the 22nd of April for the artists and their families. The exhibition was then open for school visits from Monday the 23rd of April to Friday the 4th of May. The Downs, Edenhurst, Wycliffe College, Cheltenham College and Monmouth School all bought school groups to the visit the exhibition.

Visiting schools encouraged their pupils to record artworks that

captured their imagination in their sketchbooks and talk about what they found inspirational in front of their classmates.

Bromsgrove School are excited to be hosting the SATIPS' National Prep Art Exhibition again in 2019. We look forward to welcoming more visiting school groups and hosting workshops alongside the exhibition.



Taking on mindfulness

Shaun Fenton, Head at Reigate Grammar School and Chair of HMC, says mindfulness is a 'must do' for prep schools to help tackle the pressures of modern life



The pressures on secondary school pupils are all too clear: an exacting exam schedule, a deluge of social media activity, life-altering decisions to be made about university entrance and future careers, to name but a few.

But in prep schools, surely younger children can be left to their own devices to enjoy their childhoods, unencumbered by the corrosive pressures of the adult world?

If only.

At Reigate Grammar School, we recently staged our first Wellbeing Festival last term. It was a fantastic week of activities and talks by distinguished guest speakers that provided an opportunity for students to consider wellbeing in its broadest sense, from resilience to open-mindedness, from working cooperatively to overcoming adversity.

Positive mental health is at the centre of everything we do and mindfulness is part of life at the school. There is flexibility in the timetable, children are encouraged to do 'Mind Apples' – one of their five a day for supporting good emotional health. There is also peer mentoring, outdoor education, and days where we just have fun.

I believe that there's more to an inspirational education than a clutch

At Reigate Grammar School, we recently staged our first Wellbeing Festival last term. It was a fantastic week of activities and talks by distinguished guest speakers that provided an opportunity for students to consider wellbeing in its broadest sense.

of A* grades. Of course, exam success is vital – our GCSE and A Level results are among the best in the country, but truly inspirational schools know that education is about the whole child. And that includes their emotional health and wellbeing.

When I suggested last winter that parents should keep their children home from school for ‘snow days’ and take the opportunity to make some cherished family memories, the story appeared everywhere from The Times to ITV’s This Morning. But most rewarding were the deluge of supportive messages I received from parents all over the country: I had clearly struck a chord.

During the summer, we laid on a funfair for school leavers, encouraged children to eat ice creams, ride on dodgems and jump on bouncy castles to take a break from their forthcoming GCSE and A Level exam revision. I wanted to demonstrate to pupils that emotional wellbeing is just as important as exam results; accountability agendas and high-stakes testing should not squeeze fun out.

And now, with a group of Reigate Grammar School teachers trained to deliver mindfulness classes, we are rolling out the senior school approach to the other schools in the RGS family, Chinthurst and Reigate St Mary’s, both

co-educational day schools for children aged three to 11, to other prep schools, and to local primaries.

Sadly, there is increasing evidence that younger children are falling victim to the frightening levels of mental health disorder that have become a national phenomenon in older children. Two in five teachers know of primary school children showing signs of mental health issues including anxiety, panic attacks and depression.

Emotional wellbeing is a dimension of the character education that underpins an independent school education, critical in helping children develop the mental resilience they need to handle the crises that may intrude in their lives.

Helping children to embrace first match nerves, rise to the challenge of speaking in front of their class, auditioning for the school play, or performing at a concert is a crucial part of that process.

Balancing friendships, building self-esteem and confidence, coping with the transition to senior school and taking more personal responsibility – simply growing up – are among the tough issues that children must confront during their prep school career. Success and defeat, winning and losing are tough to confront in the teenage years, but perhaps even

more so at the age of eight or nine.

It’s surely part of the moral purpose of the independent sector that we provide an education that produces confident, purposeful pupils well prepared for whatever life has to throw at them.

So we hope that 45 minutes or an hour of wellbeing in the school day will help children to stay grounded and in the moment. We want them to appreciate life as it is now.

We will help them not to waste emotional energy focusing on things that haven’t happened – and probably won’t. School should be an oasis in young lives and provide an environment in which the innocent pleasure of childhood can be cherished rather than being chased away by the pressures of modern life.

Learning how to slow down how to slow down and take stock is a skill that’s appropriate to a seven year old just as much as a 17 year old. It’s a life skill that will stay with them long after their school careers, and the sooner children begin to acquire it the better. We want children coming through to secondary school able to maintain balance in their lives and capable of managing the challenges that lie in wait for them. We hope that mindfulness classes will do just that.

The mental health crisis



Roger Bretherton, Principal Lecturer in the School of Psychology at the University of Lincoln, explores a strengths based perspective on the current mental health crisis

I would like to offer a novel understanding of the current mental health crisis among young people in the UK. It is most definitely a crisis – the statistics speak for themselves. Even if we restrict ourselves to recent media reports, in the last year we have learnt that 10% of 5-15 year olds have a mental disorder, as many as one in six young people struggle with anxiety at some point, and the number of nursery and primary school pupils admitted to hospital for self-harm jumped 13% between 2016 and 2017 in England alone. If you have scanned the national news even briefly in the last year, these are just a few of headlines you are likely to have run into.

And this is new. It's not just that we are more willing to talk about it; the sad fact is that the numbers of children and young people struggling with clinically significant psychological problems is rising. I work in a university, and spend some of my time training academic tutors in the skills required to support students in distress. It's sorely needed because in the Higher Education sector, according to some estimates, we have seen a fourfold rise in undergraduates reporting mental health problems in the last decade. But it starts younger than that. Some psychologists have noted that many 'normal' children are now living with levels of anxiety that would have been viewed as clinically

significant 20 years ago. The baseline has moved, not only is orange the new black, but anxiety is the new normal.

It's good, therefore, that more people are talking about it. It means we are not alone with feeling the way we do. Even people we've put on pedestals as psychological perfection may at times have been falling apart inside. I'm glad Prince Harry told us he was traumatised by his mother's death, that Dwayne 'The Rock' Johnson opened up about his depression, and that Claire Foy revealed that behind her flawless portrayal of the Queen is an all too flawed and anxious human being. It's helpful to know that other people suffer fears, funks and phobias, just as we do, but it doesn't seem to be solving the problem.

I worry that there's something deeper at a societal level that leads to more people – and young people in particular – experiencing emotional distress; something about our culture that is producing or, at least, failing to provide the means to prevent the blossoming of mental health problems. It is true that wherever urban industrialised society goes, mental health problems seem to follow. We need only look at the spread of anxiety and depression through China in the wake of increased industrialisation, or the

The number of nursery and primary school pupils admitted to hospital for self-harm jumped 13% between 2016 and 2017 in England alone.

Over the last few years, with my small team of researchers, I have been looking at numerous different ways that character strengths can be developed, and how this development almost always leads to some kind of improvement.

rise of young women reporting eating disorders in Sri Lanka as the exposure to western media increases, to realise that the norms, pressures and expectations of our culture may hold some of the blame for the rise in psychological distress.

But if that is the case, how can we begin to turn the tide? How can we train or teach children to resist or overcome the cultural pressures that lead to misery? My research and practice as a psychologist for much of the last decade has revolved around positive qualities of character. Whether addressing Oxbridge professors, multinational banks, or mental health charities, I have been keen to promote the vast but often ignored evidence-base suggesting the value of character strengths such as hope, gratitude, self-control, compassion, humour, persistence and so on, as the drivers of psychological wellbeing and social flourishing.

Over the last few years, with my small team of researchers, I have been looking at numerous different ways that character strengths can be developed, and how this development almost always leads to some kind of improvement in psychological wellbeing. Our most recent research suggests that mindfully practicing character strengths produces

a significant increase in what psychologists tend to call self-efficacy, the belief that one has the power to be effective and bring about change in the world as a result of one's actions.

But more important than that, there is on-going research in the psychology of character strengths, that is yet to reach the public domain, that if it fulfils its promise has the potential to fundamentally alter the way we currently view mental health problems. Simply put, certain psychological conditions can be understood not just as malfunctions of the nervous system or faulty thinking, but as specific examples of the overuse and/or underuse of certain character strengths.

It all started with a relatively simple Israeli study indicating that people who score high in Social Anxiety Disorder, neglect some strengths of character (like passion, humour, self-control, and social intelligence) and tend to over-emphasise others (like humility and social intelligence).

This was rapidly followed by similar research on Obsessive Compulsive Disorder, discovering a different cluster of overuse and underuse of character strengths. Needless to say, as a consequence, academics all over the world are now crunching

numbers on many major psychological disorders in the hope of finding the unique fingerprint of character strengths overuse and underuse that lies behind the multitude of conditions that distress us.

Let me be clear. None of this replaces the need for care or specialist clinical interventions for mental health problems. But it does give the non-specialist some additional intelligent and compassionate responses in caring for people with mental health problems. It also means that helping children cope with mental health problems is not just the domain of highly specialised medical personnel, but can be thoughtfully and responsibly done by any parent or educator who understands the importance of skilfully emphasising strengths, even with those who seem afflicted by weakness. This focus on psychological strengths suggests that we may not be as powerless as we feel in the face of the ever-growing national mental health crisis.

Thank you and goodbye

Few of us get the chance to deliver a valedictory speech to our schools. *Paul Murray* from Bishops in Cape Town was given the opportunity and we can empathise with his total commitment to the life of the school, his thanks for the privilege and his hopes for the future

I should like to start off by thanking the Head of School Tim Sharples and the Class of 2018 for inviting me to deliver the member of staff valedictory address for 2018. It is indeed a great honour for me.

I started at Bishops in 1991 having come from St John's College in Johannesburg where I began my teaching career in 1983. I continued to love teaching in an Anglican Boys' School, which till now, I have done for the last 35 years, 28 of them at Bishops. In this way, the school fulfilled a spiritual need that I am very grateful for. In the process, it has been important for me to see young persons such as those among you, who opened themselves to this spiritual side and seek to embrace it. Attending chapel altogether 4200 times, has given me lots of opportunity to absorb. One of the highlights has always been the chapel

talks from the Grade 12s in the House Chapel Services in the Brooke Chapel early on a Monday morning. This year in particular I recall stunning presentations from some of you there. I am struck by the confidence that you have when you speak. And then how can I ever forget the sermon delivered in the early '90s, here in the chapel, by a Former Principal of Bishops, and the one who appointed me, Mr John Brett Gardener, OD & Bishops Rhodes Scholar, explaining what heaven looks like up there.

This chapel where we are seated this morning for the 2018 valedictory service, erected in Honour of Bishops' War fallen, will be something hard to forget. 112 young men, some about your age and others not much older, once Bishops men like you, were killed fighting in the Great War of 1914 to 1918, which almost to the day, ended 100 years ago. 160 were wounded. It

is because of them that we have this chapel today and can be seated here, together, just before we go out into some new and exciting venture area. Not fearful of having to go to war, or even as we had to do when I was your age, go to do Compulsory Military Service in South Africa. We are today sitting here most assured of our own safety. Whilst I am unable to imagine how those Bishops men must have felt before venturing off to fight Pro Fide et Patria, with their full college experience behind them, we can be certain that they were not sitting as comfortable as you and me now.

How could I ever forget the great enjoyment and intellectual stimulus that these 35 years running societies, the Photographic and Decimus at St John's and at Bishops, Lingua Franca, Forum, The Historical bench, and the Bishops Society, have brought. Seeing you as the Grade 12s participate in them and in some cases run them, exposed to new ideas, from rocket science to pressing political questions, will always rank as a strong and important dimension of my teaching career. Whilst it would be impossible to give much detail in this limited space, Minister Mac Maharaj at the time coming to speak about the formation of the TRC even before it was formed; and the Deputy President of the Republic of South Africa His

Education is by definition at the centre of what we as teachers and educators do here at Bishops.

Excellency Kagelma Motlanthe addressing Forum, are indelible on my mind. More recently, as in this year, the Grade 12 Chair of Forum organised some really stimulating meetings by inviting OD Rohan Millson to address us on the topic of a book he's written *Why Animals Aren't Food: And how low-carb and paleo diets sicken and kill us*. The Chair of Lingua Franca organised Matt Pearce to address us on the topic of Rugby; and the Chair of the Historical Bench, debating Brexit. Imagine the impact you as Grade 12s have had on our student community!

Education is by definition at the centre of what we as teachers and educators do here at Bishops, and obviously in schools all over the world.

You as Grade 12s now come to the end of that process, finishing up your secondary school career. However, whilst education is an all-round activity and indeed more than that, an important philosophy, core to it is the academic side, the classroom. Perhaps it is my own deep love for learning that has carried me along this path in teaching. And you have been part of that, as very special Grade 12s in my history or as Grade 12 history students, or when earlier you were in my Grade 8, or 9, or 10 classes. There are so many of you, you know who you are, and I salute and acknowledge you. My teaching method has been that of inducing questions, seeking answers, and posing more questions. And I thank you for participating, for making my teaching career such an incredible experience. I pay tribute to all my own teachers and parents and family and colleagues who engendered in me a spirit of learning and how this school enabled me to further my own education. It enabled me to remain excited about learning and hopefully pass this highly noble activity onto others.

As you are seated here today, ready to go off into the wider world, I would like to pose a question: amidst the technological advances and



change that we experience today, do you think we are wiser now than a hundred years ago? This is the central theme from the poet T. S. Elliott in his poem 'The Rock'. Two of the lines in it read: 'Where is the wisdom we have lost in knowledge/ Where is the knowledge we have lost in information?' One wonders when Elliott wrote this in 1934, if he ever might have realised how today knowledge is so much more accessible than it was then. Two years earlier than his poem, the English author Aldous Huxley wrote *Brave New World*, published in 1932, a dystopian novel propounding that economic chaos and unemployment will eventually lead to less need for humans to communicate with each other – some of Huxley's then futuristic themes, such as reproductive technology, sleep-learning, psychological manipulation and classical conditioning, are now with us. So, I ask, how much have we really advanced over the course of time? Today, in our quest to do things quicker and slicker, in the age of obsolescence and anonymity, we often pass over so much that is the humanist side of things. Do we still aim for that *gravitas and dignitas*, those eternal qualities that make us stand out as humans? In many ways, you as the Matric Class of 2018, have been great examples of this as you

took the time and made the effort to nurture the junior boys of the college, who have come here today, especially to join us in bidding you farewell. It is so that to be a leader today, you need these virtues. The serious and intelligent, the thoughtful, the respectful, prestige and doing it with a measure of charisma.

Hopefully, we as educators have played some role in contributing to where you are today. And that's in between flitting through our lessons, getting through the marking, preparing the next task, sometimes a multiple choice or anything to enable one to get the marking done quickly, computerised assessments – like the goldfish-coming-up-for-air, that today so often dictates the lives of educators. And then sport in the afternoons, more marking and then more marking especially if you're a history teacher... the stuff takes for ages. Perhaps it's because of the love of learning and reading that you as the teacher can interact more with students themselves aspirant for learning and that you the Grade 12s have been able to be great students to your teachers. How great to get the question from a passionate reader: 'Sir, have you perhaps read *Travels with Charley*?' Yes, I loved it, I couldn't put it down! And then, me to him, 'have

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I pay tribute to all my own teachers and parents and family and colleagues who engendered in me a spirit of learning and how this school enabled me to further my own education. It enabled me to remain excited about learning and hopefully pass this highly noble activity onto others.

you perhaps read Ayn Rand's *The Fountainhead*? Careful not to read it during exams! You won't put it down.' I have so loved the classroom, that think-tank of mental and intellectual activity that can take a student from the unknown to further into the unknown ... and at the same time, make the teacher ask more questions to herself/himself. And so, I ask, like Elliott did, 'Where is the wisdom we have lost in knowledge/Where is the knowledge we have lost in information?' What will you do with the learning you have acquired here at school?

As our millenium babies/millennials, young persons born with technology and social-networking, born into the 4th Industrial Revolution soon to take up a position in the burgeoning 5th Industrial Revolution – this new relationship of humans to digital/virtual/services trends – living in a metaphysical world, how will you seek your success? At a time for instance when automobile manufacturers are becoming mobile service suppliers; 'smartphones on wheel', as software

continues to 'eat the world'? I suggest you will succeed most if you are inspired. You have had the benefit of using technology in the classroom. By the way, education technology in the US rose last year by 30% to \$9.5 billion. The value of the shares of companies who work with AI, are surging at an unprecedented level. For instance, the challenge to keep our Grade 8s excited about learning, for the next four-and-a-quarter years, till they get to where you are now, is going to be a much greater challenge to the school than it was for you, as new trends will need to be considered here at Bishops – grading with marks and percentages? The Sage on Stage Model of teaching? The real relevance of what they are currently learning for their future? Are they taught imagineering, to adopt crazy ideas? Are we ready to change into edutainers from educators? And all of this as you no longer require the classic three Rs of Learning: Reading, Writing and 'Rithmetic – but rather, the five Rs of Digital Rebirth: to quote mind-shaper Professor Marius

Leibold: reframing, repurposing, recoring, reconnecting and reskilling. You essentially will be rebirthing business enterprises to survive in the digital era. The law that the 'most clever people do not work inside the organization any longer' will be more relevant to you than ever before. I am afraid it is probably true that you will not survive in the digital era if you don't re-birth yourself, essentially go into a technological-economic renaissance.

Before closing, on behalf of you and me, I would like to thank the school for these years in which, honoured and privileged, we have benefited from a fantastic education. At the same time, however, it behoves us to be mindful and caring of others less fortunate, holding on strongly to the words *Noblesse Oblige* – it is our duty to reach out to those who have not been as fortunate as us.

I personally would like to thank you all, those in my rugby, tennis and squash sides, in my history classes, students from the history department as a whole, those in societies, in Founders House, the chapel and anywhere else in the school where we have met or worked together or even just passed each other in the halls and corridors of the school, and I salute you and thank you for your incredible and unbelievable courtesy at all times.

I would like to end with three quotes perhaps in the hope that you might like to take one of them with you, on the way and my prayer is that you will choose to live your lives close to God, stand under Him, the truest way of all understanding.

'Be the change that you wish to see in the world.' – Mohandas Ghandi

'Education is the most powerful weapon which you can use to change the world.' – Nelson Mandela

'My humanity is bound up in yours – for we can only be human together.' – Desmond Tutu

Go out strongly, Bishops Grade 12s of 2018. I thank you.



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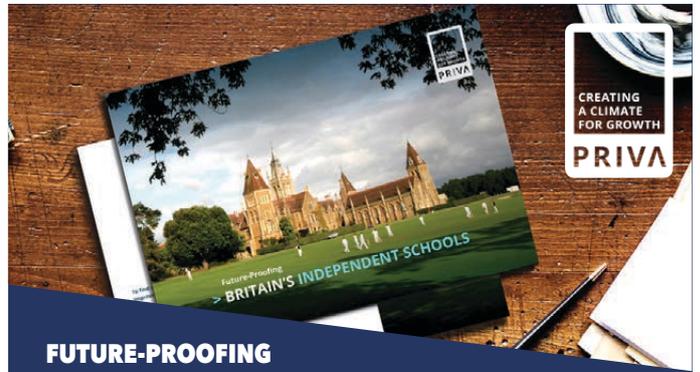
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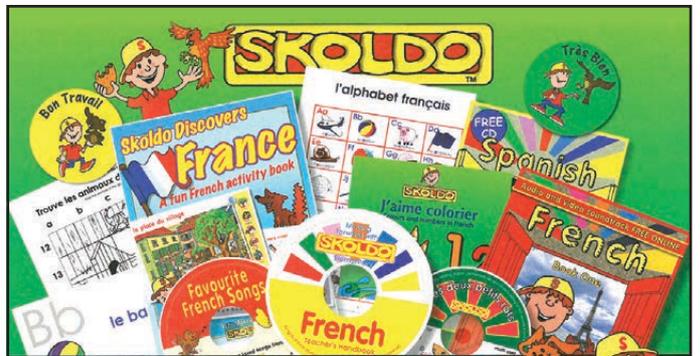


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Wellbeing and resilience

Kate Allen, Chief Administrator at ISEB, reflects on the significance placed upon children's wellbeing and resilience

Rightly, prep schools place high importance upon children's wellbeing. One only has to visit even a handful of prep schools to know that much is done to ensure that each pupil feels secure, valued and nurtured. Opportunities are provided to allow children to widen their horizons, develop their experience and to benefit from the whole curriculum. This is what prep schools provide for their pupils, and where they excel. There is increasing awareness of the need to help children to develop resilience. How to do so and to ensure that resilience is developed – as an integral part of school life – is much less clear.

It is agreed that a happy child will be ready to learn, to develop and to explore. Children who feel secure and supported can develop their self-esteem and learn to challenge themselves. They will understand that setbacks and problems do occur, but that these can be dealt with and learnt from. Skilful teachers encourage pupils to find their own solutions and to reflect upon how successful these were (or were not). The learning process is seen as more important than the outcome. Mistakes or difficulties are considered perfectly normal steps in development and not dwelt upon. In such a school, children are released from a fear of failure, taking risks that lead to real learning.

Let us examine the place of academic achievement within this. We expect that children will need to 'work hard' and put some 'effort' into their academic learning. The very phrases that we use

suggest that this requires determination and perseverance. Teachers guide and encourage pupils to aim for high standards, but the underlying expectation is that each pupil brings energy and focus to their learning. When they do, they are rewarded through praise and recognition; for the effort they have made as well as the outcome. The challenge is to use academic assessment as a positive contribution to helping pupils to know what they need to do to make progress, as well as to reward and encourage them when they have worked with energy and application.

Schools will approach assessment in many ways, using both informal and formal methods. We are all familiar with the cycle of assess, teach, assess and the importance of monitoring pupil progress. Within this process, examinations of a 'formal' nature are a regular feature of school life. They may take place termly or annually, in all subjects or in some. The results of examinations will sit alongside other forms of assessment, forming part of the complete picture. Assessment of the way in which a pupil has approached the examination as well as the result which they have achieved, will help teachers to monitor the engagement and understanding of each pupil. Sometimes striving for academic achievement is seen as a cause of stress, but is this really the case? Pupil wellbeing and academic success should be in support of each other. Indeed, it is the case that pupils who feel calm, confident and

enjoy their learning will be far better equipped to achieve their potential. Unhappy, or anxious children will rarely achieve all that they should.

The assessments that schools use for their pupils, whether formal or informal, should be those that help and support them. There is a benefit in giving children clear targets to aim for, which challenge them appropriately and which they will enjoy stretching themselves to achieve. It is equally important to let children experience the satisfaction of learning and the sense of achievement of a job done well. In this way, perhaps we can help them to build and sustain their resilience. Many prep schools use, within their 'formal' examinations, the papers and practice resources provided by ISEB. Indeed, ISEB is the only Examinations Board that has developed specifically to provide examinations and assessments for the independent sector. In addition, and to support schools, ISEB works with publishers to supply a range of resources, including textbooks and revision materials.

ISEB is committed to its role as a service provider. We exist to support schools and, insofar as there is consensus about the nature and scope of our services, we want to develop and improve them in line with the needs of schools and, most importantly, their pupils.

ISEB is currently inviting subject teachers and school leaders to consult with them.

Making fear your friend



Chris Gayford, a conductor, researcher and trainer, explores his interest in performance and emotional health, while tackling fear with positivity

In 2006, I worked with colleagues at the Royal Northern College of Music on a research project called 'Feeling Sound'. Part of this project involved running a course for student pianists on performance anxiety. This kick started my interest in performance and emotional health, a subject that seems ever more relevant as young people struggle to cope with increasing competition for places at schools, universities and, finally, for jobs.

As the project on performance anxiety was tangential to the main focus of my work, I didn't start with any preconceptions, or even a hypothesis. What emerged was almost as much a surprise to me as the students who took part. The ideas that struck me most forcibly concerned ways in which games and play could be used to learn how to deal with performance anxiety, and the concept that fear could be

positive, even an essential part of performance.

Games and play often create situations in which there are winners and losers. In order for such games to be engaging, the participants must care, to some degree, whether they win or lose; they must compete. This feeling of competition may not necessarily centre on the person or people in the other team. It is possible, maybe even preferable, to compete with oneself. An opponent can be someone who isn't so much an 'enemy' to beat, but a person who playfully poses you a problem to solve. Winning involves solving the problem, whether it's returning a tennis shot that's only just within reach, or finding a high-scoring word in Scrabble. The focus of the victory can be interpreted as overcoming the challenge posed rather than crushing your opponent. Perhaps

this mindset is something to do with being, 'a good sport'.

Competition is not something that's universally applauded. Many people use the epithet, 'competitive', as an insult. I sometimes think that people's level of comfort with the word reflects their politics; if you're far enough to the Left, competition is bad, and if you're far enough to the Right, it's all there is, in a Darwinian dog-eat-dog sense.

If there's any truth in this generalisation, it might help to rescue educators on the Left (just off-centre in my case) from the temptation of rejecting competition, because if competition is necessary in order for us to play, and if play is one of nature's ways of teaching us how to handle stress, we do our students a disservice by trying to eradicate it. For people on the political Right, who have been seduced into thinking of people as 'winners' or 'losers', a more sophisticated attitude to competition might save them and the rest of us from descending into the morass of unfettered capitalism. Could this throw any light on the disagreements that still abound when we as a society discuss the relative merits of state and independent education?

Healthy competition, whether in a game, for a place at our next school, or in a music exam, should motivate us to prepare; once we're in an exam or

I would suggest that to acquire a healthy attitude to competition, games, play and the performing arts are invaluable; they are, after all, just various manifestations of play.



interview, the excitement that often stems from competitiveness speeds up our thoughts and actions, and greatly expands our capacity to be creative.

I would suggest that to acquire a healthy attitude to competition, games, play and the performing arts are invaluable; they are, after all, just various manifestations of play. We talk of 'playing' the piano and a company of 'players' for a reason. Each of these situations forces us to confront failure, at once teaching us about the importance of preparation whilst simultaneously showing us that failure can be recovered from.

Learning how to fail is as important as learning how to fall in judo. This focus on learning how to fail, and the importance of a healthy sense of competition in order to make each of us care about performance, sport and games, fascinated me whilst I was working in Manchester. An additional surprise was witnessing how students' performances changed after they had played non-musical games. When they returned to the piano after having spent three minutes throwing a tennis ball into a bucket, the playful state they had

entered transferred directly into their playing of the piano. It seemed to trigger an adventurous and more creative state of mind, a mindset in which 'good' anxiety seemed to flourish.

'Failures' in the form of mistakes were avoided, but the avoidance of error was not the main focus. Instead of adopting a defensive stance, in musical terms, an obsession with avoiding technical errors, their preparedness to fail seemed to greatly increase their expressive range.

As I became ever more confident that play mattered when playing an instrument, I realised that my attitude to fear, anxiety or stress was shifting too. As I became less and less scared of talking about anxiety, I began to feel that in moderation, I needed it. It took a while to sink in as I'm not a conductor who has, hitherto, been tormented by extreme performance anxiety. I began to notice how much moderate anxiety shaped my behaviour, and that I was so used to this type of stress, I wasn't aware of it.

How can we approach fear in a healthier way? In its everyday forms, we should welcome it. We should marvel at the

way it acts as an emotional power plant. It's as inexhaustible as the sea. Educators at all levels should seek to teach students to harness anxiety as one of their principle allies, motivators and protectors.

Rather than shielding pupils, we need to teach them not to shy away from fear in its everyday forms, and crucially, to distinguish how to respond appropriately to its symptoms. Surprisingly, the performing arts and sport offer some of the best scenarios in which to teach healthy responses to stress.

As a musician, I'm now aware that performance anxiety is my constant and very welcome companion. When a performance is approaching, I can feel the anxiety kick in, driving me to practice and prepare, and reminding me of what happens if I don't.

Contact Dragonfly Training on 02920711787 if you would like to bring Chris's course 'Making Fear Your Friend' to your school for your students, parents and/or staff, or if you would like to attend this course at one of our venues..

Number sense

Dr Junaid Mubeen, research mathematician turned educator and Director of Education at Whizz Education, explains the importance of capturing the abstract nature of a number



Mathematics is in a state of constant flux. Our ways of knowing and understanding mathematical concepts is entwined with the tools and technologies available to us. At a time when the smartphone you carry in your pocket possesses more processing power than the machines that sent man to the moon, we must reflect on the kind of mathematics the students of today will need to lead tomorrow's world.

One facet of mathematical thinking that is gaining currency among maths educators is number sense. Two words, three syllables and a trigger for a whole host of questions: what is number sense and is it anything new?

To appreciate what number sense is, and why it matters, first consider its opposite: procedural fixedness. There are countless instances of students carrying out mathematical procedures with speed and accuracy, only to come

unstuck when asked to apply the same knowledge in less familiar contexts. In a famous study by Kurt Reusser, three quarters of students offer a numerical answer to the following question:

There are 125 shepherds and 5 dogs in a flock. How old is the shepherd?

Of course, the shepherd's age is not discernible from the information provided. Guess what answers the students proffered? 120, 130, 25 and 625 were among the selections – answers easily obtained by combining the two numbers given using standard operations.

Number sense is the antidote to this kind of mindless computation. To have number sense is to use numbers flexibly and fluidly, and to hold strong and reliable intuitions towards their behaviours. In other words, number sense is about having a good feel for numbers. You may consider the notion too holistic for a subject that

supposedly possesses cold objectivity, yet number sense is a defining marker of the present day mathematician. The days of 'human computers' are long gone; we no longer employ humans for their computational prowess alone because we have calculators for that. Where humans can excel is in checking that those calculations make sense within the context that they're being applied to. For example, number sense is what will alert you to suspicious transactions that may otherwise slip under the radar in the age of contactless. You'll know you've been overcharged for dinner if you have a good sense of what the bill should be, even if the precise amount escapes your scrutiny.

Number sense does not give us license to discard times tables, or mathematical procedures. The maths we learn at school is based on these systems that emerged over centuries. Rather, it is an opportunity to engage those constructs in ways that reinforce our intuitions around number. If multiplication is reduced to a ritual of memorising isolated facts, we end up with the senseless shepherd calculations. But when factual and procedural knowledge paired with an equal emphasis on understanding, we get the best of all worlds: fluency with recall and flexibility to apply the same facts of procedures.

Representations must be varied so that students interact with numbers in a range of contexts. It also helps to make deliberate use of language that seeks to enlighten students on where mathematical ideas derive

We must reflect on the kind of mathematics the students of today will need to lead tomorrow's world.

from. Students must now tame today's calculating machines; it is not an either/or as much as a question of to what extent? It is futile to have them labour through really large calculations when a computer can offer a precise answer in a heartbeat. Graphing calculators can also serve as powerful representations of what is being calculated. Lastly, it is crucial to expand students' mathematical worldview beyond binary questions that have a single right or wrong answer. Precision and accuracy have their place, of course, but so too does developing a sense of what might constitute a reasonable guess.

Here is a selection of four activities for fostering number sense:

- Fermi problems call on your powers of reasonable estimation

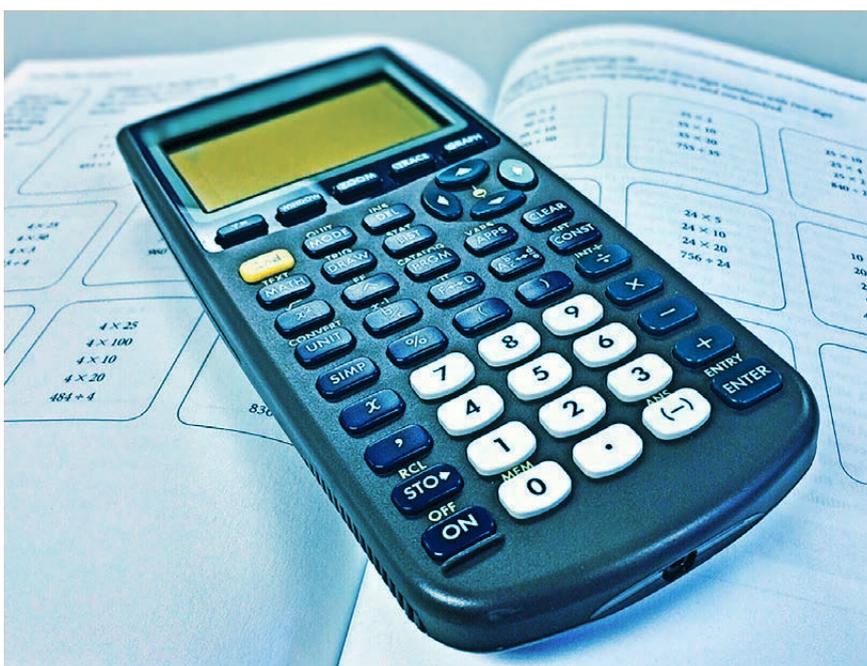
by posing a question with a large answer that is virtually impossible to obtain. Examples include: 'how many toothbrushes are there in the UK right now?' or 'how many pennies would fill your classroom?' The answer matters far less than the approach: you need to set up a model, make some assumptions and carry out some calculations. Then you can interrogate the reasonableness of your final answer against your intuitions or competing solutions.

- The classic Countdown game show remains a potent way of embedding fluent arithmetic skills within an engaging context. Students cannot escape the importance of applying number facts and procedures flexibly.

- Number Talks starts with a simple calculation – such as 5×18 – and invites students to compare their calculational methods. Some will use partitioning ($5 \times 10 + 5 \times 8$), some will employ a variant ($5 \times 20 - 5 \times 2$) and some will draw on elegant symmetry techniques ($5 \times 18 = 10 \times 9$). The aim of Number Talk is to visualise and discuss each method to show the plurality with which arithmetic unfolds.
- Expose students to the perpetual mystery of prime numbers through the joyful exploration of Prime Climb, a simple board game premised on the fundamental role that primes play in multiplication.

Number sense is the mathematician's weapon of choice in the 21st century. It is not a new or even novel concept, but its importance has never been felt so sharply. The curriculum abounds with opportunities to instil number sense alongside the usual focus on mathematical facts and procedures. These goals can be mutually reinforcing, so long as you make a deliberate effort to combine them in your instruction. We hope this article is a useful summary and would love to hear how you are making number sense a cornerstone of your teaching.

Dr Junaid Mubeen is Director of Education at Whizz Education, providers of the award-winning online maths programme, Maths-Whizz, offering accelerated learning in maths to children globally. To find out more, go to whizz.com



How one schoolboy ended up running a circus

Ed Meredith runs Popup Circus, which visits schools all over the UK helping them raise much-needed funds, we went backstage to find out how it all started

When did you know you wanted to be in the circus?

From the age of ten I knew what I wanted to do – I wanted to be a clown – a little unusual, but it was to be my destiny and career. I was lucky knowing at such a young age where I wanted to go in life. It gave me a focus. I also always had ambitions to own and run a circus.

Where you academic at school?

At school I was always wanting to be somewhere else, not that academic, but bright enough, and driven to reach my goals. My education was a mix of state system, a small independent school and back to the state system before walking away from A Levels and launching my career full time. Later, I got into university as a mature 21-year-old student, but after a term there, I left to buy my first property and go back full-time to my entertainment career.

How did you get started?

When I was 13, I saw a book reviewed on television, ordered it from my local bookshop and eagerly awaited its arrival. The book was *Juggling for the Complete Klutz*, supplied with cloth beanbags and a wealth of information.

Learning to juggle was one of the hardest things I have ever done. All my school reports stated that my

hand-eye coordination was poor. This coupled with dyslexia made for a difficult learning combination. However, I battled through and gained the coveted skill of being able to keep three balls in the air! This taught me above all, to always keep going and that way everyone can achieve their goals.

Did you enjoy school?

Going to a small independent school had its ups and downs. One of the best parts was that each pupil was seen as an individual and encouraged to be the best they could be.



Also the teachers tried to inspire confidence in each child. When I started to do my A Levels, I got lucky in choosing a school with similar values – probably quite rare these days. Everybody in that school's eyes had the potential to go to university, so once again there was total support and encouragement and everybody's potential was nurtured.

So you could say school helped mould my burning ambitions and gave me much needed skills in English, maths, French, and so on – plus the common sense to assist me on my journey.

When did you start full-time?

I finally left school at 18, having just completed a six-month season in Blackpool and with that youthful 'let's try it' attitude. I knew I could always go back to school if everything went pear shaped. For the last 30 or so years, I have toured all over the UK, working at festivals, theme parks and corporate events.

What year did you start your first circus?

In 2007 with some good friends I started Circus Normandie, a touring circus school, complete with a 500-seat big top that did (and still does) week-long residencies at schools in the South of England.

How did the Popup idea come about?

Around 2013, I realised that the public wanted shorter shows. PTAs needed a lower ticket price of around £7 and headteachers needed the whole process of a circus turning up on their school field to be a lot simpler and easier.

So after a lot of research both from the public, PTAs and school heads, I put together Popup Circus. Taking my experience and observations of what the market now required, and analysing other operators in the school market, I developed this new way of delivering a fundraising circus.

What makes Popup different from others?

Firstly, the equipment has to be light enough to be carried, if necessary. This enables us to get to places others can't reach, such as playing fields with poor road access. It allows the whole show to be transported in just one small lorry or a large box-trailer. It also means that vehicles do not have to drive over grass, which always keeps the grounds staff happy!

Looking back at history, I discovered that originally circus performers would stay in lodgings at each town, rather than caravans. So an old concept was reinvented, by putting all the staff



into hotels and thus creating a truly popup concept. The show arrives in the morning, builds up, performs 2-3 shows, takes everything down and leaves all in the space of 10 hours.

Finally, by listening to PTAs, I learnt that I needed to provide all the marketing materials, keep the deposit low, at just £100, let the balance be paid 3 days after the event and give virtually total control to the school for catering and any extra activities on the day.

Has it been successful?

This concept has worked well and the number of schools we visit increases year on year. Shows range from 45 minutes up to 90 minutes with an interval. It all depends on what the customer wants. Every school is

different, so we customise according to their requirements. In addition to shows, we also offer circus workshops and assemblies.

Popup Circus has performed at many schools across the UK, including the following independent schools: St. Andrew's Prep School (re-booked for 2019), Aldenham Prep School, St. George's School, St. Dominic's Grammar School, St. Peter's School, Felton Fleet School and Stamford Junior School.

What are your plans for the future?

To keep delivering high quality entertainment for families, whilst maintaining great customer service and helping schools to raise as much money as possible.



A new series

Letts introduces Prep School readers to a new series that focuses on independent school entrance exams

When Letts talked to a group of parents about what they wanted when it comes to entrance exam practice books, the overwhelming request was for something fun. Several months later, Letts has published a new series of books that are beautifully designed and illustrated, ensuring the learning process is both enjoyable and stimulating.

Covering the key examinations used by the many independent schools across the country, they have been warmly received by parents and teachers who have praised their up-to-date and refreshing approach.

The pre-test, the first stage assessment, is used by an increasing number of schools for entry into Years 7 and 9. Usually taken in Year 6, it covers four subjects in a multiple-choice format: maths, English, verbal reasoning and non-verbal reasoning.

Letts Pre-test English comprehensively covers the four types of questions that are assessed: comprehension, spelling, punctuation and cloze. Each question type is addressed individually through a series of skill-specific tests. These are followed by a series of full-length multiple-choice practice tests. Answers and explanations are provided for every question.

Letts Pre-test Maths covers the full syllabus through a series of multiple-choice tests of increasing length, culminating in a full-length practice test. A wide variety of questions are presented, including plenty of challenging problems that are designed to develop children's mathematical ability and confidence. All questions

are in multiple-choice format, with answers and explanations are provided for every question.

The 7+ exam is used by a number of independent schools to assess candidates for entrance into Year 3 and is usually taken midway through Year 2. There is no standardised format of the 7+ exam; each school sets their own test. However, there are a number of common features.

Virtually all schools will assess maths and English and many schools assess reasoning as well. Whilst the standard expected to gain entry can vary, candidates applying to the most competitive schools, mainly based in London, will need to be working at levels well above the national averages for their age.

The 7+ English exam usually includes a creative writing task. Letts 7+ Creative Writing is specifically designed to help children prepare for this section of the assessment.

Letts 7+ Problem Solving identifies the most common types of problems that appear in the 7+ exam and provides a framework to help children prepare for these types of questions.

The later sections of many schools' 11+ and 13+ maths exams tend to focus on problem solving. Letts 11+ Problem Solving and 13+ Problem Solving are specifically designed to help children prepare for this section of the assessment.

Problem solving often involves working through multiple steps to arrive at the answer. Such problems require students to be analytical and systematic, so that they can identify



the key pieces of information to help them solve the question.

These new books identify the most common types of problems that appear in the 11+ and 13+ exams and provide a framework to help children prepare for them.

Each problem is presented with a clear, step-by-step solution so your child can see exactly how it is broken down and addressed. This is then followed by a series of practice questions for children to try on their own.

The comprehension section of the 11+ and 13+ exams often includes a piece of poetry that children may be required to analyse. Many children find poems difficult to engage with. Letts has produced two unique guides to build confidence when dealing with poems: 11+ Poetry and 13+ Poetry.

These two books will provide your child with the framework and tools to analyse poems in an insightful and effective manner, within the specific context of a timed examination.

A wide selection of poems, question types and literary techniques are included, providing a solid foundation for analysis. Emphasis is placed on giving children the confidence to interpret poems for themselves, so they are able to provide a personal and unique response to an unseen text when required. A challenge question is given at the end of each section to stretch enquiring minds and to provide an opportunity to practise writing higher-level responses. Overall, these guides aim to de-mystify poetry for young readers.

The SATIPS Broadsheets are a superb practical resource for schools. The editor of the Pre-Prep Broadsheet is Samantha Weeks from Stamford Junior School.

SATIPS

Support and training in Prep, Primary and Senior Schools



Fostering independent minds from a young age

Stamford Junior School is a place where we aim to support children in becoming the 'best version of themselves'. We are focussed on the individual learner and ultimately wish our children to understand that they are unique and to feel valued for their independence of mind. Without doubt, there are many schools who would make claim to place children at the centre of everything, after all that is what we do as educators isn't it? However, what does this actually really mean and how does it work in practice?

In the Early Years at Stamford Junior School, we are passionate about a 'child-centred' education philosophy, an approach originally inspired by Reggio Emilia in Italy. We are always keen to explain that 'child-centred' does not mean that we follow the children around and allow them to do whatever they choose. The adult role for us is crucial. In order for our provision to be truly focussed around the child, adults need to be attentive, flexible, knowledgeable and tuned in. The Reggio Emilia philosophy has taught us to regard children as capable and competent and, therefore, we are directly involved in developing an enquiry-based approach, where a child's fascinations guide our work together.

This approach has taken time and expertise to refine. We have spent the last five years working on developing a specific 'child centred', play-based ethos and now find ourselves at a very exciting juncture. Three members of our staff, as part of our whole school sabbatical initiative, travelled to Reggio Emilia in Italy in April this year to take part in an international conference and study tour.

How have we adapted and what does the future hold?

Over the last five years, in our Reception environment, we have created a studio where 'anything is possible' and where children are independent in their use of tools to express their ideas. This is an absolutely vital part in our child-centred approach. Initiatives, ideas, creativity and the 'thinking outside the box' are nurtured here. With adult encouragement to further their individual thinking, children are given the space to expand their thoughts. Following on from its success in Reception, we are now developing a similar approach in Nursery and we will shortly be introducing a shared space for Year One too.

Benefits to children

Developing enquiry-led projects allows us to trust the children and their capabilities. Reception and

Nursery at Stamford Junior School are well practiced at planning based on children's interests, and we have reaped the benefits of responding to a child's fascination. Children will always have surprising and wonderful ideas and reflections, they just need the time and space to be heard and we allow for this in our day. As a teacher, it is more challenging, creative and interesting to develop projects that children are inspired by. In doing so, children understand that we are valuing their individual ideas, rather than repeating the same topics we have taught to many children year after year.

We take inspiration from Reggio Emilia's focus on democracy, embracing the image that children are global citizens of here and now, not mini adults who are yet to grow up. When we demonstrate to children that their interests and questions are listened to, acknowledged and directly engaged with, children believe in themselves. They learn to know that their thinking and contributions are valued. This must form a solid and firm foundation for building positive mental health as well as preparation for the 21st century. These children will, without doubt, require the confidence to voice independent thought, embrace intellectual curiosity and to think outside the box

in order to successfully navigate what lies ahead of them. Here at Stamford we aspire to give them all the tools, experience and encouragement they need to do just that.

Case study of example of enquiry-led practice in action:

Reception Nativity

Teaching staff observed that the children were deeply engaged in the Nativity story: they listened to it; watched different enactments; practised role-play indoors and outdoors; painted pictures of the story; used clay to create stables; built stables and trees with blocks and bricks. In all of these activities, 'trees' became quite a fascination and, in particular, decorating the trees.

The staff explored these fascinations further, offering provocations and challenging the children's thinking to move forward, whilst embracing what it was that fascinated them. The area where children were decorating trees was of particular interest and this is where children were acting out the story. With this, the nativity performance was set. The teaching staff captured this and created a wonderful video of the children doing exactly what they had developed outside and then went on to support the children by offering the opportunities to make decisions about the presentation of this to their parents.

So, negating weeks of staged rehearsals where children gradually become disengaged with the subject matter, the children instead sat with pride, in costumes that they had designed and made themselves; sang along with the performance of their nativity and as they walked on stage, they decorated a tree, which is where the whole essence of the idea started.

It was a triumph, but the most fulfilling part was recognising that the children knew it was theirs!

Reflections from Sabbatical

Our Stamford Nursery School Manager, Nicky, Deputy, Hollie and Science Co-ordinator, Helen, who is also a Year 6 teacher at Stamford Junior School took part in the international conference and study tour last April and have shared their inspiration and findings to help us further on our journey. Throughout the week, Nicky, Hollie and Helen visited ten different pre-schools and infant-toddler centres to explore how the buildings and resources are organised and laid out, and to hear first-hand from the pedagogistas and atelieristas. They have shared some feedback below:

What did the sabbatical look like?

Lectures and workshops took place at The Loris Malaguzzi International Centre over the course of six days. This research centre – which is housed in an old locatelli, or cheese factory - was developed in 2011 with the aim to promote solidarity through research and to promote quality education. The centre is not only open to international delegates, but also the local community. It was here that we had the opportunity to network with other teachers, school directors and bursars from over fifty countries worldwide including Australia, China and Sweden to name a few.

What struck you the most?

The environments are inspiring, and yet very simple. There is great importance and attention devoted to the placing or placement of objects, giving consideration to the environment and therefore, to the children who work

within it. The environment offers opportunities to explore, investigate and provoke curiosity.

Reflective questions

- Pick a day, in school and ask yourself how many decisions have children been a genuine part of?
- Are the timings of the day and routines based on what teachers need or on what children need to have time and space?
- Apart from the size of the furniture, what do children need in a space to learn that is different to adults?

What is Reggio Emilia?

Reggio Emilia sits in Northern Italy and its world renowned early childhood provision is a shining example of what happens when an entire community are committed to placing the child at the centre of all that they do. The philosophy was founded by Loris Malaguzzi and a group of mothers determined to protect democracy in the wake of fascist rule during the Second World War. Malaguzzi's poem the 'Hundred Languages of Expression' is an analogy which urges adults to find 100 ways to listen and tune into the 100 (at least) ways that children will express themselves, when they are provided with a rich environment that enables them to do so. Words alone are not enough. The environment is seen as the third teacher and each school has an Atelier (workshop/studio) with an Atelierista (Artist) who works in partnership with the teachers and the children.

SATIPS

Support and training in Prep Schools

1

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-focused events. Over many years schools have enjoyed entering their pupils in events that have a nationwide 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 Paul Jackson (ejackson22@hotmail.com)
 - 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.

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SATIPS courses and directory

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Courses and events

A selection of forthcoming courses from Spring 2019 onwards:

12/02/19	Coding in Upper Prep – Years 3 to 8	London
05/03/19	The Inspection Ready Leader: ISI Compliance (including boarding)	London
06/03/19	Outstanding Academic Leadership of Departments and Schools	London
08/03/19	The Journey to Outstanding Practice in the Early Years	London
12/03/19	Coding in Upper Prep – Years 3 to 8	York
15/03/19	Extending Pupil's Academic Study Skills and Higher Order Skills (HOTS)	London
18/03/19	Promoting Reading, Library Refresher Course	Taunton School
19/03/19	Leaders Day: Building and Leading a Robust Digital Strategy	London
07/05/19	High Impact Lesson Observations	London

These courses will run as training days in London, Bristol, Birmingham or 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.

What's in a name?

David Howe, governor at Lawrence Sheriff School and local historian, addresses a 400-year-old question

The title is a quotation from Shakespeare's *Romeo and Juliet*. More specifically, Juliet utters the words to herself. That was in the context of incipient romance. But the question could equally be a key part of a course on educational methodology.

Not that long ago, boys at Lawrence Sheriff School were addressed by their surnames. I was often called 'Howes' because I would give my name as 'Howe Sir'. Either my lazy diction or my teacher's faltering hearing so often gave me the redundant 's' that I just answered to it rather than create a fuss. There was a Howes in the year below me. How he got the extra 's', I have no idea.

Whatever the names our parents had given us, boys would always change them as if to 'own' them. I was always either 'Howey' or 'Dave', never David. All Michaels became Mick or Mike. All Roberts were Bob. All Peters were Pete, Brians were Bri, all Rogers were Rog, and so it went on. Perhaps we just wanted to conform to the stereotype of teenage boys who were said to communicate only in grunts: 'Arright Steve?' Occasionally, teachers added more nominative variants: I. C. Haggarty would often encourage the teacher talking a register to say 'I. C. Haggarty? Ah, I see.' Pause for dutiful chuckles. Best to keep them in a good mood. And was it our early learning of Latin that encouraged us to call I. P. S. Crane 'Ipse'?

And what of 'nicknames'? Did you know that the origin of the word lies in the old English word 'eke', which meant 'also' – an eke-name. Just as an empire was once a 'noum-pere': a person without peer or equal. Alongside nicknames being abbreviations or extensions of given names, occasionally they were linked to a boy's home area, e.g. 'Buckby'. Some are now lost in history e.g. Michael Tanner, known to all as 'Bob'. How many readers are old enough to have known or to care where that came from? ('Bob' and 'tanner' were slang words for coins.)

As a young teacher at Ashlawn School, then Dunsmore Boys, I learnt a valuable lesson about the value of knowing pupils' names. At break one day I walked to the staffroom with Mr Whalley whose discipline was legendary. (I, a probationer, struggled at first but there was never any opportunity to observe experienced teachers a work, so I was trying to get clues as to how he did it.) We have the following exchange in the corridor with a boy named Kilgour:

Mr W: 'Morning George Henry.' // Kilgour: 'Morning Sir.' // Me: 'How do you know his first names?' // Mr W: 'Oh I know all my lads' first names. And their second.' // Me: (incredulously) 'Why would you bother doing that?' // Mr W: 'Because he's walking down that corridor now thinking: Blimey! Mr Whalley knows my first and second name. What else does he know about me? Now I know nothing else about him. But he doesn't know that.'

I learnt a valuable lesson. Try to get to know your charges as individuals. 'What's in a name?' Names are a key part of the armoury of an effective teacher, both in school and on parents' evenings.



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