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Cover image – *How does Woldingham square a circle?* See page 44

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On the day that the Prime Minister informed the President of the European Council of this country's intention to leave the European Union, the market research firm YouGov released the results of one of its surveys. Commentators have remarked that some of these statistics suggest a tendency towards nostalgia amongst those who voted Leave in the referendum on Europe. This is perhaps not surprising since, as the site rather primly describes its findings, 'older people with fewer formal qualifications (*were*) most likely to have voted Leave', whilst of those voting to remain, 71% were under 25 and 68% had a university degree. A return to passports with navy blue covers was favoured by 52% of Leave voters and 48% wanted to restore pounds and ounces. Even more popular (53%) would be to bring back capital punishment, but, if that remained beyond reach, 40% would perhaps be consoled by the reintroduction of corporal punishment in schools.

The current focus on apprenticeships as a path to the best employment opportunities evokes more positive echoes of the past. For over a thousand years, the guilds of masters of crafts and professions have been training novices with an eye to the future. The association between the City of London Livery Companies and schools remains a powerful force for good in education in this country. Some of our leading schools demonstrate this in their names – Haberdashers and Merchant Taylors from amongst the Great Twelve, and City of London Freeman's School more generically. Others also benefit greatly from such links but without evidencing it in their title – Oundle with the Grocers, Tonbridge with the Skinners. The relationship sometimes worked the other way round. In 1582 the Company of Carmen put itself under the 'rule, charge and oversight' of Christ's Hospital as a way round their dispute with the Woodmongers.

Modern apprenticeships are now beginning to offer a genuine alternative to universities, which themselves emerged from the miniature guilds founded by scholars in Bologna and Oxford in the eleventh century. Although the CBI was only founded in 1965, the often-voiced complaint that schools and universities offer what a spokesperson trained by a railway company would call 'the wrong sort' of education for business needs, is probably centuries old. The current surge of 'new apprenticeships', sponsored by companies and industries, is now backed by the government, which aims to train a force of three million by 2020. The Apprenticeship Levy will affect employers with a payroll of over £3 million and that includes a great many schools. Is it possible that two cultures may now reach an agreement over what key skills are and how they can best be imparted and utilised?

It must be hoped that the critics of the education schools offer are not entirely right, since so many of the challenges that currently face society are marked 'not known at this address' by the government and redirected to schools. The recognition, tolerance and celebration of diversity; 'British' values; sex, drugs and fake news; healthy living and sport for all – these are some of the issues which have recently been specifically identified for schools to deal with. In many ways this is nothing new. Of course schools are trying to prepare children to face the challenges of life, sometimes by explicit and targeted teaching and sometimes by the underlying and implicit moral code of the institution and its members. Wellbeing, for instance, is now identified as a particular *desideratum*, but schools were scarcely indifferent to the concept in the pre-Seldon years. It would, though, be fair to say that it is more needed than ever in the unsettled times in which we live. Philosophy has become a popular examination subject and, if teaching and testing a syllabus is an effective means of imparting a lasting resource to students, acquiring a philosophical cast of mind will be as beneficial as it is necessary in a society that is adding a whole new dimension to the concept of insularity. If children are to identify fake news or, dare it be said, specious political promises, they need to be taught how to discriminate. If they are to live in a worthwhile society, they need to know how to conduct a conversation in which other voices are heard. If they are to make good choices, they need to be well informed.

Teachers who go 'the extra mile', as so many of them do, can transform lives, but they too need nurturing. There are some remarkable people in our Common Rooms, as the articles by Vivian Anthony and John Davison reveal. They are compelling evidence against the view of teaching put forward by Richard and Daniel Susskind in their book *The Future of the Professions* reviewed by Kevin Stannard. Whilst teachers have embraced the help of technology which has transformed what happens in the classroom, their personal impact is

crucial to the effectiveness, let alone the benefit, of the all-round education schools offer to the children in their care. This is where and how the implicit syllabus is delivered.

From time to time schools challenge the accepted norms. GDST's Oxford High School announced 'The Death of Little Miss Perfect' and their Wimbledon High School gave the girls a 'Failure Week' by way of reality checks. Gregg Davies at Shiplake College challenged one of the mightiest symbols of modern life when he imposed a ban on the use of mobile phones by pupils during the school day. Astonishingly it seems to be working. Mobile phones may have transformed communication for the better in all sorts of ways, but the medium has its limitations and its disadvantages. When it comes to conversing and communicating, ear to ear is not the same as face to face. The challenge of technology is by no means confined to the pupils in schools: staff, like all adults, have much to learn as well. A school in which emails have replaced conversations is heading for sterility.

The risks that lurk in the virtual world online are well enough known. Parents and teachers do their best to protect children and help them to remain safe, but guidance from their peers and exchanging experiences within their own age groups could be even more effective. Trusting children to get it right is not always an easy thing to do. It is, after all, only recently that the adult world has come to realise that treating the testimony of the child as the truth is the only safe place from which to start an investigation. Guiding pupils towards self-help of the kind described in Kat Howard's article must be another step towards safety and also seems likely to diminish online bullying.

The Autumn 2016 issue of *Conference & Common Room* coincided with the aftermath of the European Union referendum; the Spring 2017 issue with the inauguration of Donald Trump; and this one comes as the echoes of the starter's gun for the marathon withdrawal from the European Union die away and are replaced by the cacophony of politicians jostling at the starting line of a General Election sprint.

HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Tom Wheare at tom.wheare@gmail.com. Items should not exceed 150 words. Good colour photographs are also welcome.

Return of a grandmaster

Old Boy and chess grandmaster Nigel Short returned to Bolton School to meet the new crop of chess enthusiasts at his former school, and to inspire the next generation of players. He spent the afternoon in School, culminating in a simultaneous chess match against twenty-three Junior and Senior School pupils, ranging in age from eight to eighteen.

Once under way, the hall fell silent and there was an atmosphere of intense concentration. At the hour mark, all pupils were still playing. However, the first few began to fall shortly after, and by the time an hour and a half had passed Nigel had halved his pool of opponents. After two hours, eleven boards remained active, including representatives from all four parts of the School! Ultimately the grandmaster's wealth of experience proved too much for the next generation, and after two and a half hours of chess, the last two Bolton School players – Year 6 pupil Vibhav Sugumar and Year 10 pupil Sharon Daniel – were defeated.

Sharon said, "Out of all the 23 players, I was the last pupil who was still playing Nigel Short at the end of the simultaneous match. Before the game I didn't expect to win but rather I was trying to make sure that I played to the best of my potential. Nigel Short is one of my inspirations as I recently watched him play in the World team Olympiad at Baku, Azerbaijan. I learnt a lot from watching the games he played and in the future I am hoping to play for the women's team at the same competition. When you are playing a grandmaster the most minute inaccuracy can seem like the biggest blunder. Every chess player hopes to play a grandmaster at least once in their lifetime but this is the second time I've had the opportunity to play with Nigel Short."

Before the matches began, Boys' Division Headmaster Philip Britton presented Nigel with honorary Full Colours for Chess.



Truth and honour, freedom and courtesy

Sibford School celebrates 175 years of outstanding education based on Quaker values. Ali Bromhall reports

2017 marks the 175th anniversary of the opening of Sibford School in Oxfordshire. Founded by the Religious Society of Friends, or Quakers as they are now more widely known, Sibford was originally established as a co-educational boarding school able to accommodate up to 50 children. Today, the school has some 420 pupils ranging from the age of three through to 18, and, whilst the majority are now day pupils, its boarding heritage remains, with three residential houses that provide a comfortable home to around 60 students, many of whom are from overseas. However, irrespective of age or nationality, what lies at the heart of the Sibford ethos is the belief that each individual is talented, each is different and all are valued.

Quakers have always believed that there is something of God in every person. This belief led them, from the earliest days of the Society of Friends in the 17th century, to concern themselves with education and to establish schools in which children could be helped to develop their individual talents. That policy underpins the outstanding Quaker education that Sibford continues to offer in the 21st century.

‘Our community welcomes individuals from a very wide range of backgrounds and this makes us a very happy and productive society,’ says Toby Spence, who became the twelfth Head in the school’s history in September 2016. ‘Academically we support some extremely able pupils, but we also welcome those who find learning harder to access. The two are, of course, not mutually exclusive. Pupils with an open and enquiring mind, who like to ask questions and reflect upon a range of responses, are very common within the school community. Meanwhile, our international students provide a further enrichment to our day-to-day life.’

It was on the 16th January, 1842, that the very first pupil stepped across the threshold of Sibford School. Lucy Endall was just nine years old and history tells us that she arrived at the school by carrier cart from Banbury, bringing with her everything a young schoolgirl might need, including a straw bonnet, a cloak, two gowns, two linen pinafores, two nightgowns and night caps, two pairs of strong coloured stockings and two pairs of stout shoes. Surprisingly, perhaps, the first 11 pupils to arrive at the school in 1842 were all girls. The boys, including Lucy’s brother Alfred, who was three years her senior, didn’t join until the February and by the end of the year the school boasted 22 girls and 26 boys.

To commemorate the arrival of Sibford’s first student, current nine-year-old pupil Sofia Mattinson – the 8,924th pupil to register at the school – stepped into Lucy’s shoes. Along with other nine-year-old Sibford pupils, Sofia cut a special birthday cake which was shared all round to mark the start of a year of celebrations at the school. ‘We will be holding several events to mark the 175th anniversary throughout 2017,’ says Toby Spence,

‘but it seemed only right to start those celebrations on the date that the school welcomed its first pupil. Sofia did an excellent job dressing up as Lucy Endall and our caterers, Thomas Franks Ltd, came up trumps with a birthday cake.’

In February, parents and staff enjoyed an anniversary Ceilidh, complete with Burns Night supper and piper; and, on Saturday 1 April, Sibford choristers were joined by singers from Ackworth School, Pontefract, Walden School, Saffron Walden and the Friends’ School in Lisburn for The Friends Schools Joint Choir Festival in St Mary’s Church in the centre of Banbury. The highlight was a performance of Fauré’s *Requiem*. Fiona Hudson, Head of Music at Sibford, chose this piece because it ‘contains the most beautiful melodies and harmonies. *In Paradisum*, the final movement, never fails to inspire and uplift. In the early days of Quaker schools, music was positively discouraged. Quakers were opposed to instrumental music, comparing it to the Devil, and, according to our school history, if any of Sibford’s early pupils were caught illicitly playing music they had their instruments confiscated and even broken in two! However, the same source declares that by the 1920s, ‘music and dancing and art, once thought to be snares of the Devil, were now seen to belong to the Angels’, so I thought that we would be safe with a work that didn’t receive its first performance in the UK until 1936!’

Throughout 2017, Toby Spence is keen that pupils will use the occasion of the 175th anniversary to reflect on the heritage of the past and strive towards new milestones in the future. ‘Quakers have a handbook called *Advices & queries* in which we find the following recommendation: *Live adventurously. When choices arise, do you take the way that offers the fullest opportunity for the use of your gifts in the services of God and the community? Let your life speak.* I want our students to be letting their lives speak at the very top of their voices. Given the



Sibford School in 1890



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shifting patterns of the world in which we live, it is all too easy to see why a conservative approach can appear to be the safe bet. Whilst I am minded that there is always a time for caution, my sense is that only with a bold and adventurous spirit will we tackle the major issues facing our communities, both at home and abroad, today. It always brings a smile to my face when I see our pupils living adventurously – be it Nursery children wrapped up in several layers searching for creepy crawlies in the undergrowth of our Forest School, or presentations from Year 13 students who have travelled to the far side of the globe as part of their World Challenge adventure. Our community is forward thinking and vibrant and our pupils are very much the school's finest ambassadors.'

Back in 1842, education centred around subjects such as reading, writing, arithmetic, geography, English grammar and history. In addition, the girls were instructed in sewing, knitting, housework and 'the making and mending of their own apparel', while the boys were taught gardening and the cultivation of the land. In 1853 the school made history when it built a swimming pool, believed to be the very first one in Oxfordshire and possibly one of the first covered pools in the country. The footings were excavated by the Sibford boys, who obviously did an excellent job as it survived until 2002 when the school's current swimming pool was opened. Today the curriculum at Sibford is extremely broad and varied, introducing children to a

wide range of academic, outdoor, dramatic, musical, artistic and sporting experiences.

'Those who visit the school for the first time are often deeply struck by the way the community goes about its daily business,' says Toby Spence. 'Mutual respect, tolerance and openness are central to all that we do. We also encourage a strong sense of mindfulness and resilience amongst our community. As I look to the future, I believe that in a rapidly changing world Sibford School offers an approach to education which is robust, supportive and increasingly meaningful. We are a mainstream independent school with great strengths in teaching and learning, excellent academic results – plus we have an incredibly strong and experienced learning support department. We have robust measures in place to support all pupils in their progress and are firm supporters of 'adding value' to every child. Our outstanding pastoral care (as recognised in our last ISI report) means that we can guide and support pupils with a wide range of talents and we celebrate every individual whatever their abilities and qualities. Sibford School is in a fine position to look forward with purpose and confidence towards our 200th anniversary!'

Ali Bromhall is Community Development Officer at Sibford School www.sibfordschool.co.uk

A tree for all seasons

The Kingswood family celebrates its modest icon

On Monday 30th January, 2017, seven boarders from Kingswood School in Bath, representing pupils from all over the world, planted a Mulberry tree in the grounds of the school as part of a national tree planting initiative launched by the Boarding Schools' Association. The Boarding Orchard, as the project is known, aims to be the largest orchard by distance in the UK, and involves boarding schools joining the orchard by planting fruit trees in their grounds. The trees symbolise the Tree of Knowledge and demonstrate each school's commitment to growth and caring for the environment. Since its launch, schools right across the UK have joined The Boarding Orchard, and trees have also been planted at boarding schools in Switzerland and the USA.

The Boarding Schools' Association Chief Executive, Robin Fletcher, who lives in Bath, assisted at the planting, together with Kingswood's Headmaster, Simon Morris. Mr Morris said 'We are delighted to join the BSA's national tree planting initiative. At Kingswood we are passionate about the environment and contributing to a fair and sustainable future for all. Our pupils take part in a wide range of activities, projects and programmes covering the many facets of sustainability and, as well as having

our own sustainable development society jointly run by staff and pupils, we host the Youth Climate Summit here in Bath.

'The Mulberry tree has particular significance at Kingswood. The Mulberry harbours used on D-day for the landings on the Normandy beaches were designed at the school during World War II, when members of the Admiralty were resident at the School.'

At the outbreak of war in 1939, Kingswood School was requisitioned by the Admiralty, and in 1942 the school became the home of the Civil Engineer-in-Chief and his Department. It had become clear after the failed raid at Dieppe that capturing an operational French port would be almost impossible. Instead it was decided that artificial harbours would be manufactured in the UK, floated and sailed across the Channel and then assembled at a captured beachhead.

These top secret artificial harbours were assigned the codename Mulberry, and their design and implementation was overseen from within the walls of Kingswood School. Indeed, it has often been suggested that the code name took its name from the Kingswood Mulberry tree, visible from the office windows of the Civil Engineer-in-Chief. A more probable but prosaic





explanation is offered in *Brewer's Dictionary of Phrase and Fable*: Mulberry was merely the next name in rotation on the British Admiralty list of names available for warships.

Whatever its origins, the code word Mulberry became part of an MI5 scare in 1944. A number of highly significant words appeared as solutions in *The Daily Telegraph* crossword puzzles in the months before D Day. Gold, Sword, Utah, Omaha, Overlord and Neptune appeared in consecutive weeks, with Mulberry – ‘*This bush is the centre of nursery revolutions*’ – cropping up only seven days before the invasion. The crossword compilers were arrested and interviewed, one of them the Headmaster of a prep school in Kent. He explained that he used to ask boys to provide words which he would enter into the blank grid before setting about devising the clues. One of his pupils even had a notebook in which a number of these words were to be found. The compilers were cleared and the notebook was destroyed. It transpired that the boy had picked up the names from servicemen stationed nearby awaiting the invasion, amongst whom they were in common use

The allied engineers based at Kingswood were tasked with designing and monitoring the construction of two Mulberry Harbours to be manufactured by household names in British Civil Engineering, whose workload was already overstretched due to the war effort. Huge quantities of raw materials were used and tens of thousands of men were involved in this massive scheme. The Phoenix Caissons, the units that made up the concrete breakwater, were airtight floating cases, which opened at the bottom with sluice gates to lower them to the sea-bed in a controlled fashion. At 60 metres long, 18 metres high and 15 metres wide, around two million tons of steel and concrete were used in their construction. Kingswood teacher John Allison created a STEM project inspired by these breakwater units, which was showcased by the Royal Academy

of Engineering and the Institute of Mathematics, after rigorous testing in the school swimming pool!

Of Kingswood's long occupation by the Admiralty, few mementoes survive. Three aerial photographs were taken of the senior playground covered in wooden huts and the Ferens lawn strewn with air-raid shelters. Other photographs show a dormitory, a classroom, the Moulton Hall tight-packed with paper-stacked tables and work-engrossed clerks, or uniformed guards on duty outside the library or at the swimming pool gates. When the school's exile ended in 1946, and the pupils returned to Bath from their temporary home in Uppingham School, the Headmaster, A.B. Sackett, asked if the school might receive a memento of the Admiralty's time in Bath as a souvenir. In reply he was told that official documents could not be released, but that any papers left after the Admiralty had moved out were his to keep. It is said that on his return, Sackett found rolled up in a wastepaper bin a working document captioned ‘A Progress Drawing: Mulberry B: Priority of Placing’, one of the original documents on which the stages of construction were recorded. This drawing is one of two presented by the Admiralty in formal recognition of the contribution that Kingswood School made to the war effort. The caption reads ‘Kingswood School Buildings were occupied by the Admiralty Staffs from September 1939 to February 1946. These drawings were produced and presented by the Civil Engineer-in-Chief's Department, which enjoyed the hospitality of Kingswood School from the time of the Bath blitz in April 1942 until its return to London in February 1946’. A copy of the second cartoon-like drawing, showing the relative components of Mulberry seen in the working plan, was presented to the *Musee du Debarquement* in Arromanches by governors of the school in the 1990s, and is proudly on display next to a scale model of the Phoenix Caissons.

The Kingswood Mulberry may not have given its name to the harbour, nor is it by any means the oldest in this country. That is probably the one in the Duke of Northumberland's Syon Park, near London, planted in 1548. But it has achieved worldwide fame thanks to Roger Saul, a former Kingswood pupil, who named his renowned leather goods company after this modest icon.

Compiled by Henrietta Lightwood (Director of Marketing), Garrod Musto (Head of CPD) and Zoe Parsons (Archivist) at Kingswood School

The Mulberry harbour cartoon



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An open invitation to travel 'straight down under'

Howard Blackett extolls the virtues of a visit to Zimbabwe

Lest you have forgotten or, indeed, lest you have never given much thought to the independent sector down under here in Zimbabwe, I thought I'd bring you up to speed with news from this part of the southern hemisphere.

You may think you've got it tough with school inspection, reforms to GCSE, AS and A levels and the microscopic attention of league tables (to mention just a few of the irritants that Heads in the UK have to endure), but that's nothing to dealing with increasingly troublesome currency issues (there's little if any money in the banks) and the fast developing political turmoil which is approaching as the country contemplates life post President Mugabe.

So what of the independent sector in this part of the tropics?

Here's the good news – the independent sector in Zimbabwe, though small (there are currently 58 schools in membership of CHISZ, the Conference of Independent Schools in Zimbabwe) is hugely impressive and continues to produce young men and women of the highest calibre. The big players (Peterhouse, St George's, St John's, Chisipite, Arundel, Falcon College, Ruzawi, Bishopslea and Springvale House) would all comfortably grace

membership of HMC, GSA and IAPS, as appropriate, and the rest would fit somewhere else into ISC; like many schools around the world we all follow the Cambridge examination system, which is not in a state of flux, and results are remarkably good; the sport is fantastic; the discipline first class and school inspection still seems a long way off. I can't tell you how liberating it is to run a school ISI/OFSTED free!

Here's the bad news – the economy in Zimbabwe is foundering horribly and parents are struggling increasingly to make ends meet and to find the school fees – Peterhouse costs about \$15,000 per annum for full boarding; numbers are down everywhere and worryingly so in schools at the bottom of the heap; Cambridge may be steady as she goes but the relationship between independent schools and the government is fragile – fortunately most top politicians send their children to CHISZ schools; and the helicopter parent has finally darkened our skies – not long ago parents minded their own business as they used to do in the UK.

Last time I wrote, I encouraged you to visit Zimbabwe together with your teams. Much to my disappointment you ignored me, so I will try again! Zimbabwe is a wonderful place: the climate is superb and the warmth of the hospitality second

An equestrian show at Peterhouse School, Zimbabwe





Pupils at Peterhouse excel at sport and music

to none; a two week tour would afford the opportunity to play four excellent fixtures, to visit the Victoria Falls and to drop into a game park or two; all at a reasonable cost and all without the necessity to cross umpteen time zones. If that still sounds unappealing, you could at least pass through Zimbabwe on your way to or from South Africa, as the Lions Rugby teams used to years ago. The common misconception is that Zimbabwe is unsafe for travel whereas South Africa is fine...such a sentiment is ridiculous!

At present I'm working on Ian Power (membership secretary of HMC), Richard Harman (General Secretary of AGBIS) *et al* to drop in for an official or even an unofficial visit. In the meantime do come and take a look for yourself – you won't be disappointed.

Howard Blackett was previously Headmaster of Dover College and The Royal Hospital School, Ipswich. He has been the Rector (Principal) of the Peterhouse Group, Zimbabwe since January 2013.





Archival revival

Archivist Grace Pritchard-Woods describes how the past became a commodity

It is clear that the archive is a precious and rewarding resource, but, like school or college buildings, it needs constant in-put and regular maintenance. Whilst it may contain documents and artefacts that enhance an understanding of an institution's history and importance, it is above all about people. It is a source of information about year groups and the staff who taught them that so often produces vital details for development departments. It can provide the school life story of an alumnus killed in war or the background for an obituary. It is to be hoped that the surge of interest generated by the First World War centenaries will not fade after 2018, but that archives will be properly ordered and looked after, so that succeeding generations can discover the lives and attitudes that have characterised their school.

In 2016, Grace Pritchard-Woods completed a dissertation entitled 'School Archives in the UK in 2015: Their development and current state using the First World War Centenary as a case study'. A mournful calendar of centenary commemorations has demonstrated beyond doubt the importance of the archive in schools, colleges and other institutions. As every anniversary in the four-year cycle of remembrance passes, new books, articles and even physical memorials appear in independent schools, requiring archives to play an important role in the front line. Before that, it might be thought that these resources were accorded a very low profile, but there had in fact been signs of a revival of interest long before 2014, stimulated by very different motives and mirrored in the United States and Australia, which Grace Pritchard-Woods explores in this article.

One of the first difficulties encountered by a researcher into school archives in this country is the lack of literature

on the subject. A questionnaire to establish the state of school archives in the UK was therefore sent to all HMC Schools, of which 60 returns were used to inform the study. Surveys were also sent to schools in Australia and the USA, but, despite the fact that school archives flourish in these countries, very few returns were received and the results were therefore inconclusive. Educational literature in the UK and Australia seemed to suggest that an increase in the number of maintained archives took place during the 1980s. In Australia, *Parent and Citizen* included a piece by Georgina Hart in 1982, in which she referred to school archives as being 'in their infancy'.¹ In the UK, *Conference & Common Room* first featured an article about a school archive in 1984, and the survey results also suggested that the decade of the 1980s was a significant period. Forty-six responses with dates of establishment were obtained from the UK sample, which included formal and informal categories of set-up. The dates also reveal a rise in numbers during the 1980s, with a slight decrease during the 1990s, followed by a peak at the turn of the millennium.

The 1980s marked the beginning of what has been referred to as the 'Golden Age' of public schools. Prior to this period the outlook had been bleak. The 1960s and 1970s were dominated academically by the Direct Grant schools and coloured by the political threats of the Labour Party towards private education. This, together with the abolition of the Direct Grant, which drove a large number of outstanding schools out of the state system and into the independent sector, seems to have had the opposite effect to that intended by such standard bearers as Tony Crosland. In John Rae's words it incited *The Public School Revolution*, the title of his book



The archive at work



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published in 1981. The political threat provoked a newly unified independent sector, an acceptance of professional public relations and financial management, the introduction of co-education and the replacement of the once dominant sporting culture with academic excellence. The decade of the 1970s saw the introduction of comprehensive education in the maintained sector, yet, with cuts to the education budget by the Conservatives, it marked the beginning of a long period of deterioration in state school facilities. In stark contrast to their state cousins, schools in the private sector were embroiled in a buildings race. Increased fees saw greater expectation from parents for better facilities and academic standards. Yet Britain was in the middle of economic recession and suffering a low birth rate. Andrew Milne predicted in *Conference & Common Room* that an increase of the independent share of the market from 6% to 7% was required if the sector was to survive into the 1990s, a challenging prospect. The introduction of the Assisted Places Scheme by the Conservatives in 1980 was therefore fortunate academically, numerically and financially.

This coincided with the rise in market power, choice and capitalism under Reagan in the USA and the Conservatives in the UK. At the same time, a newly discovered awareness of the past and emergence of the concept of heritage began. These two influences can be clearly observed in the changes within the educational literature of the 1980s in the UK. In 1963, a sample issue of the HMC publication *Conference* appeared. It formed part of the HMC strategy to demystify the sector and counter any misrepresentation by the political parties.² John Rae, whose accurate assessment of the changes that needed to be undertaken by the independent sector did not endear him to all his fellow Heads, allowed television cameras into his school, Westminster, in 1979. It is indicative of the far greater awareness of the need for good publicity that the more orthodox Dennis Silk allowed the same at Radley in 1980, with a spectacular recruitment dividend. Advertisements for fundraising companies appear from the early 1970s, but it is not until 1982 that the first marketing advertisement appeared in *Conference & Common Room* entitled 'Presenting the School'. This discussed the need to compete for pupils, but also identified the school's public image as being overlooked. It is the only marketing advert in the issue. This gradually changed. Indeed, marketing became much more prominent during the 1980s and 90s as technology developed and computers were introduced into schools. Visibility increased tenfold as it became in the words of Trevor Hughes 'de rigueur to have a website.'

At the same time, an increase in articles about individual school histories can be detected. The first was in 1978 with a review of 'Three Methodist Histories' about Kingswood, Woodhouse Grove and The Leys School. Throughout the 1980s momentum grew, with one reviewer remarking on the growing trend of school histories as marketing tools, commenting on this 'glossy world of history heritage'.

The first *Conference & Common Room* article explicitly featuring a school archive appeared in 1984. This was followed by a review of the Eton College museum in 1987 and the magazine continued this focus with articles such as the series *Art treasures in our schools* in the early 1990s. This increasing prominence of heritage appears to have grown simultaneously alongside the growth in marketing and image awareness. The past became a commodity and enabled archives to contribute directly to business strategy.

From 2000 onwards, the survey shows not only a continued rise in archive set-ups within the UK, but perhaps a move towards a more formal arrangement. Changes in funding had possibly influenced the rise, as it coincides with the advent of Development and the establishment of the Institute of Development Professionals in Education (IDPE) in 1999. In 2003, the independent sector raised £50 million: a decade later that figure had increased to £115 million, largely due to efforts to find funds to reduce fees and increase bursaries. Development has been described as 'one of the most significant areas in the strategic purpose of schools in recent times'.³ Consequently, of the 60 schools surveyed, 49 had a development office, with a recognisable surge post millennium.

The USA already had a culture of alumni relations and, together with Australia, had moved towards the Development model. Credited as one of the pioneers in Development within Australia from 1989, Ian Mclean was also involved in its appearance and growth in the UK a decade later. The vanguard of a Development Office is alumni relations and it is through this avenue that archives have been recognised as important contributors by Development professionals.

'Archives are a wonderful resource for the development office. They perform the very necessary function of bringing the past closer to the present for many alumni...'⁴

It is an influence which has certainly been felt within school archives. One honorary archivist noted, 'Development has justified our existence'.

This is reflected in the type of schools which tend to have archives. In the UK and Australia, membership of the school interest groups is predominantly confined to non-state schools. There are exceptions, but they are few. An obvious explanation is cost, but it perhaps illustrates a difference in practices. The state sector is less concerned with maintaining alumni relations to encourage support of the institution. In the USA, where a long tradition of philanthropy exists, archives are not necessarily confined to the non-state sector; some state schools have archives as well. Individuals are expected to contribute to institutions, something greatly encouraged by the tax system. Whilst this does not preclude archives from having a supportive role in alumni relations, the relationship between Development and archives is perhaps less pronounced.

The survey results concur with the educational literature that the 1980s and 2000s were periods of growth in school archives. The increasing reliance on marketing during the 1980s onwards and the introduction of development at the millennium, were both influential factors in the growth of school archives in the UK coupled with society's growing awareness of the past and capitalism.

Grace Pritchard-Woods is the Archivist at Dean Close School

1. Hart, 'School Archives', p30.
2. Rae, *The Public School Revolution*, p63.
3. John Cloughton quoted in Beckett, "Total Fundraising by UK Independent Schools", p1.
4. Catherine Reeve, 'Alumni Relations', in *Public Relations, Marketing and Development: Essays in Leadership for Changing Times*, ed. by Nigel Richardson, Tory Gillingham and Nick Pettingale, (Woodbridge, John Catt Ltd, 2010) p157-165, p163.



Audere est facere

William Lawrence offers some advice on preparing and delivering a School Assembly

The purpose of this article is to encourage colleagues to develop illustrated talks in their various subjects to deliver to school assemblies, both senior and junior. In my experience, an illustrated talk goes down well with any audience, whatever its age, and can have an immediate impact on their view of the subject and especially its 'relevance'. In my subject, Classics, the use of paintings on canvas or vases, mosaics, sculpture and other objects demonstrates the lasting influence and inspiration of the Greek and Roman worlds on European civilisation in a powerful visual way.

Assemblies can be delivered in many ways – a talk, an inter-active event or a presentation by a class. This article concentrates only on the preparation and delivery of an illustrated talk. Although my own subject is Classics, I am sure that any advice given here can be adapted very easily to suit different disciplines. I have divided the article into four sections: the value of school-assemblies; tips on preparing and delivering assemblies; resources and copyright; and a very brief example of a classical assembly based on Roger Lancelyn Green's *Tales of the Greek Heroes*

The school assembly affords the subject teacher a wonderful opportunity to interest a large group of pupils, maybe 100 or more, in his or her subject without the constraints of exam or syllabus pressures, and offers the chance to explore different themes and ideas with complete freedom. As well as the presenter's script, the use of many different visual artefacts can have a very powerful effect on an audience. Furthermore, whereas day-to-day teaching is a long-term process, a well-constructed assembly provokes instant feedback from the pupils, which is very rewarding and helpful for future ideas. To look at it from a more self-interested angle, an assembly offers the chance to interest potential recruits in taking your subject at GCSE or A-Level, especially those who may never have sampled it before. On the other hand, for those who have given the subject up, an inspiring talk away from the classroom could remind them of its value in ways they might not have supposed.

In junior schools, an assembly provides a great opportunity to inspire youngsters and promote their enthusiasm for your subject beyond their time at junior school. With Years 3-6, an illustrated talk can excite them at an early age and may encourage them to choose your subject later at senior school. Where Classics, for instance, is not widely available, an inspiring talk might create an interest in introducing the subject, especially in the form of Classical Civilisation which can be studied in English. The school assembly is often an under-utilised resource for the subject teacher but it is an opportunity worth seizing. Finally, Headteachers or staff in charge of organising assemblies are usually very grateful for volunteers and are often happy to allocate several assemblies over a week in order to pursue a theme (e.g. *Heracles's Labours*).

Before delivering an assembly a good deal of careful preparation is necessary.

You will need: a laptop; USB for back-up; a laser-pointer; a CD player with CDs for music at the beginning and end; and index-cards for the talk.

Play some appropriate music while the audience is assembling and leaving. It helps to set the atmosphere and settle them down, and can leave them feeling up-beat as they go out.

Think *pictorially* and illustrate your theme with appropriate pictures and maps. Number your pictures and write a caption for each one to remind yourself of key points. Make each picture come alive so your audience knows why you've chosen that particular picture.

Use index-cards/plain postcards to plan your points in note-form for each picture. This will help you memorise your talk as you compose it.

Look at your audience and maintain eye-contact. To make your talk more effective, deliver it without the index-cards which are only really there as a prompt. Be enthusiastic and keep your talk moving fluently at pace. Tell a story with a dramatic opening and ending to make an impact at the start and the finish.

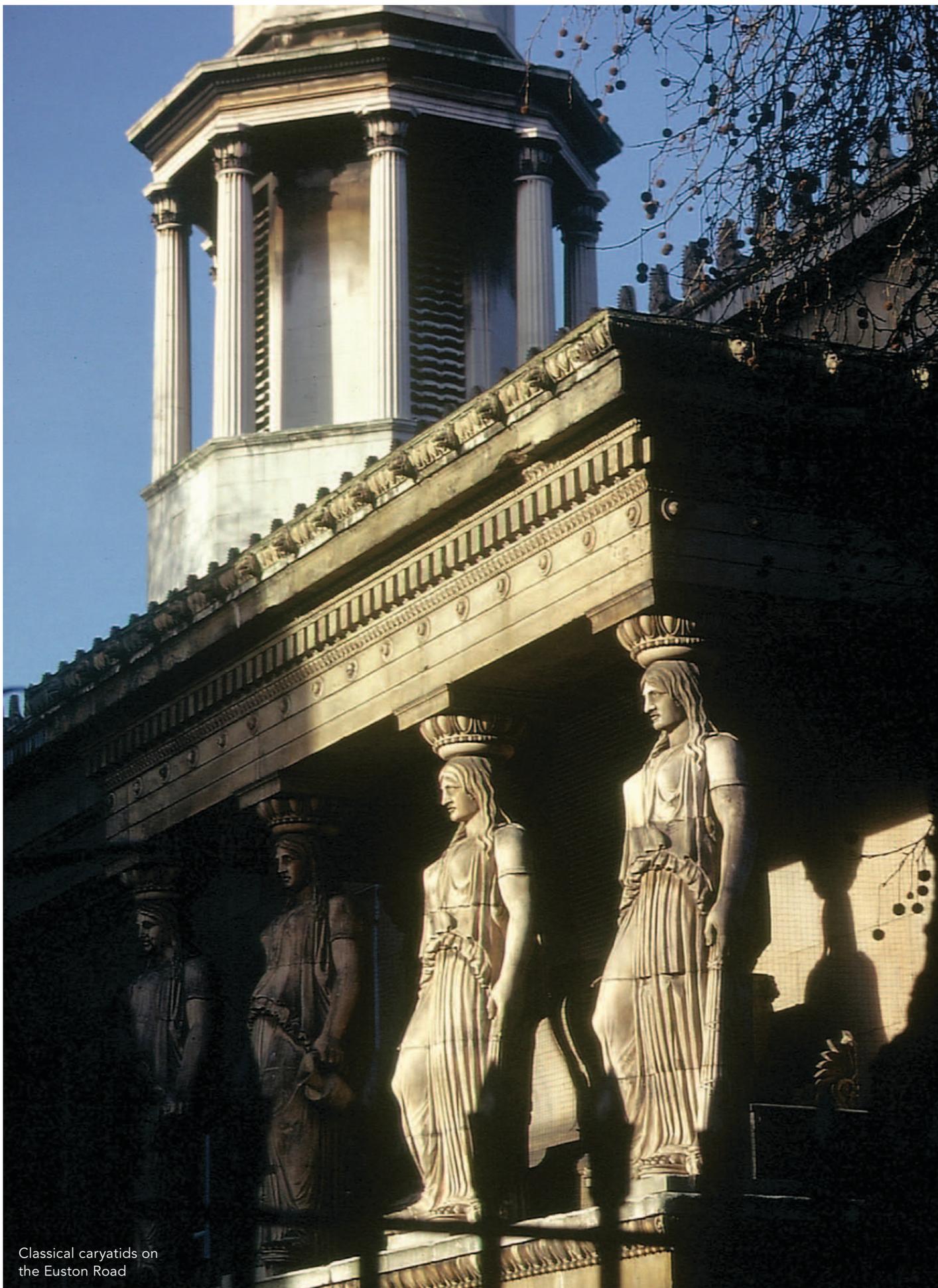
It is important to get your resources and copyright issues sorted in advance. Each department usually has a wealth of resources comprising books, CDs, digital photos and a variety of other media. In my own subject, I used Roger Lancelyn Green's *Tales of The Greek Heroes* and other books to produce my pictorial assemblies.

Google Images represents an obvious on-line resource, and also leads one to consider copyright issues – www.copyrightuser.org is a very useful website to consult. It states that the use of copyright material is permitted for educational purposes as long as: the purpose of the use is non-commercial (i.e. you are not charging a fee for your talk); sufficient credit is given to the author of the image; and the use of the material is fair.

Finally, an example. *The Adventures of Theseus* based on R. Lancelyn-Green's version *The Tale of Theseus* could form two talks: *Theseus's adventures on the way to Athens* and *Theseus and the Minotaur*. Each slide has a caption to remind me of key-points or to provide a guide for the audience. In telling the tale, use is made of classical vase-paintings, mosaics, sculpture, and works by great painters such as Poussin, Titian and Angelica Kauffman. More modern resources would include maps showing the journeys of Theseus, diagrams of the Labyrinth and photos of sites such as the Acropolis, Knossos and Cape Sounion.

If you have a go at putting together an assembly and delivering it, I am sure that you will enjoy it. More to the point, your pupils certainly will and will tell you so!

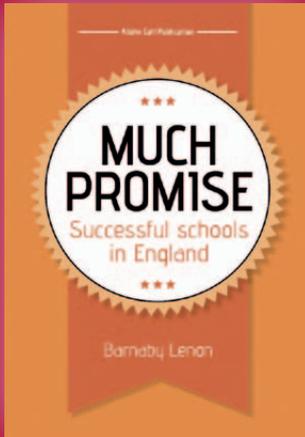
William Lawrence spent two years teaching English on the Japanese Government's JET Scheme, then taught Classics at Highgate School and New College School, Oxford. He can be contacted on classical.talks@yahoo.co.uk to arrange free talks for schools



Classical caryatids on the Euston Road



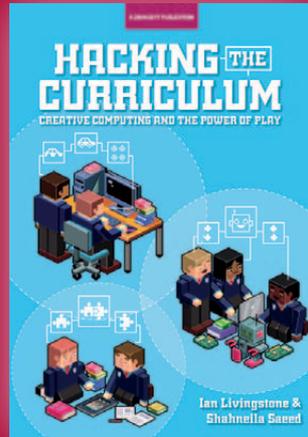
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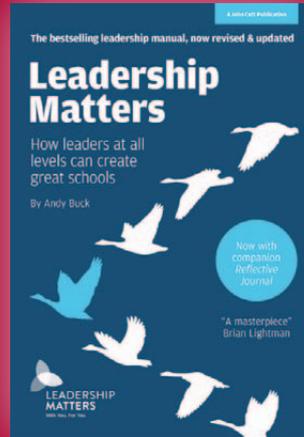


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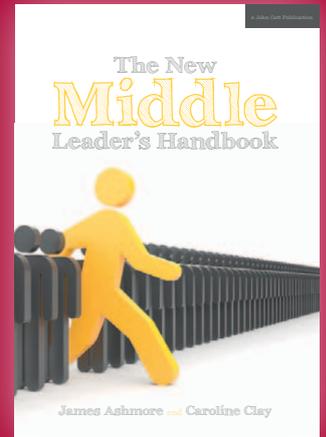


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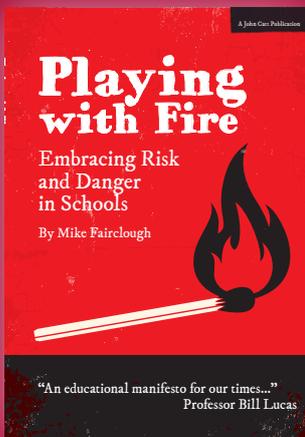
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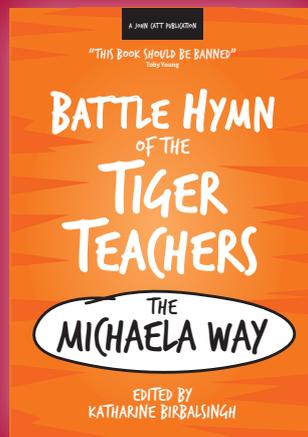
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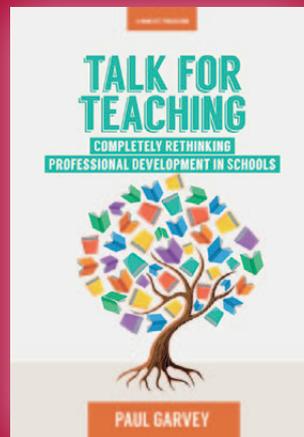


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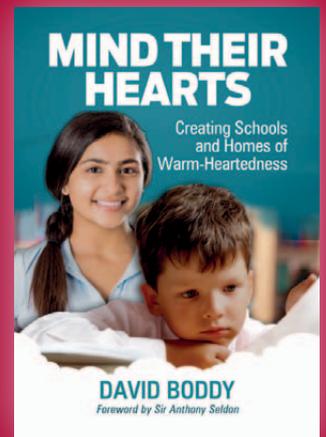


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Common Entrance Mathematics across the decades

Pip Bennett looks back to a time when gentlemen calculated the cost of their cigarettes on a slide-rule, travelling on a train from Crewe

Since 1904, pupils have gained entry to independent schools through completion of the Common Entrance Examination, taken when they were twelve or thirteen years old. As would be expected, a great deal has changed in the intervening years, in every subject and indeed in the subjects being offered. There are no longer papers whose main component is drawing, reproduction of a story read aloud or the stressful horrors of Latin verse composition. However, this brief overview is concerned only with the mathematics papers, since that is the subject the author has mostly taught.

For approximately the first half of the exam's existence, candidates were required to answer three separate mathematical papers, divided into Arithmetic, Algebra and Geometry, each lasting forty minutes. Some of these had instructions such as *Do not answer Question 1 or 2 if you can answer Questions 3 and 4*, which offered an interesting level of risk-taking to the examination. In 1956 a longer Maths General Paper, lasting 75 minutes, was added to the trio. In appearance this would be much more familiar to those taking Common Entrance today, except that the whole question paper was written on one side of A4 rather than the twenty or more sides which are now the norm. In 1968 the format switched to three levels of general papers, to which was added a mental test at the end of the 1980s. When electronic calculators made their appearance, they were variously allowed, depending on the paper. In the late 1980s and 1990s there were questions that noted that the use of the calculators was forbidden, but was allowed for other parts of the paper. Needless to say, the enterprising candidate carefully checked any calculations with the electronic aid in their possession. Finally, the early 2000s saw a split between a calculator and non-calculator paper. Earlier in the exam's history, post-abacus but pre-calculator, candidates were allowed to deploy tables of logarithms and slide rules. Parents and grandparents might like to explain these ancient resources to current candidates. Additionally, there is now a formula sheet supplied. While some readers may think this is an outrageous modern incursion, there are many examples in earlier papers where relevant formulae were offered to the candidates within the question. The difference is that this support was not consistently applied.

The changes in content and style are particularly interesting given the recurring debates in the press about whether examinations have lost a level of difficulty once found in the past. While the numbers involved in standard calculations were far more unwieldy in the first decades of the examination, the existence of straightforward calculations has not been lost. However, there were more 'open' questions, which sometimes

required descriptive skills and an engagement with the nature of a problem that is not seen in questions posed today. Moreover, there were many questions that involved proving results, an exercise that is no longer a feature of the standard curriculum until a pupil is older.

Modern readers are likely to find some of the ways the questions are worded rather unusual and the content of 'word problems' very different. We no longer see questions about estates, gentlemen and cigarettes and it was some time before girls made their appearance. A great deal of general knowledge also appears to have been assumed, which many would decry as 'unfair' for modern candidates, given the cultural assumptions being made. Remembering that the candidates for this examination have always been twelve or thirteen years old, some of the questions are eye-wateringly difficult and contain material that is not usually seen at this age today. Notable examples include matrices, proof (both algebraic and geometric), trigonometry, arithmetic in other bases and topology. Throughout its history, Common Entrance has required a robust approach to problem solving. It does also appear that from earlier papers, schools, which still provide the (unpaid) markers as opposed to the examination board, were not only interested in specific and directed application of techniques, but also the ability to respond effectively to unfamiliar situations.

Here are some examples, characterised by the comparative absence of anodyne calculations and questions. The selection has tended to be from the more difficult end of the spectrum. Contemporary readers may need to make use of research tools to assist in the solution to questions involving, for example, pre-decimal money and Imperial measurements, though the latter does not usually impact on the final answer if used consistently throughout.

Winter 1904 Algebra

Examine whether or not $x = 3$ is a solution of the equation. Also, solve the equation completely.

Summer 1905 Arithmetic

A farmer's rent of £210 is reduced 16 guineas; how much per cent. is this reduction?

A gentleman found that if the income tax were 2 per cent. instead of 6d. in the £, it would make a difference to him of £11 3s. 2 3/4 d. What is his income?

Spring 1907 Geometry

What is the locus of a point which moves so as always to be equally distant from two given fixed points?

Schools

Prove that if the square on the side of a triangle is equal to the sum of the squares on the other two sides the angle contained by those two sides is a right angle.

Summer 1909 Algebra

Divide $a^5 + b^5$ by $a + b$.

What is the square root of $21a^2b^3 \times 3a^3b^2 \div 28ab^3c^6$?

Spring 1924 Arithmetic

A besieged town of 10,000 inhabitants has rations enough to last for 35 days. After 5 days another 2500 refugees are admitted. If the town is now put on half rations, how long will the food last?

Summer 1951 Arithmetic

A batsman makes 20 runs in the first hour of his innings: his innings lasts exactly 2 hours altogether. How many runs per minute did he make in the second hour of his innings, if his average rate of scoring for the whole innings was 2 runs in 3 minutes?

Spring 1965 General Maths

A form of 30 boys is examined in English, Latin and Mathematics. In each subject a boy is placed in Group A if he is in the top 5, in Group C if he is in the bottom 5 and otherwise in Group B. It is found that 15 boys have at least one Group A, 12 boys have at least one Group C and 8 boys have Group B in all three subjects. How many have both a Group A and a Group C?

Summer 1977 Paper 2

The table shows the number of pupils in each form at St. Custard's

(i) Calculate the average (mean) number of pupils in a form.
(ii) Girls have been admitted into the school for the first time this year and there are 18 of them, all in Form 1. Draw a pie chart illustrating the proportion of the school that is made up of girls and mark in the sizes of the angles in the two sectors clearly.

(iii) There are 27 boys and 22 girls on the waiting list for September. Assuming that they all pass the entrance examination and come, and that only the pupils in the sixth form leave, what fraction of St. Custard's will be made up of girls next year?

Form	1	2	3	4	5	6
No. of pupils	38	28	26	27	32	29

Dr Pip Bennett is Deputy Head at Badminton School

Author's note – I am very grateful for the access to the examination paper archives given to me by Galore Park who are maintaining them on behalf of the Independent Schools Examination Board, the organisation charged with writing the examinations. Readers who are in possession of papers from the 1930s and any books of papers are invited to get in touch through the author's current institution.

HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Tom Wheare at tom.wheare@gmail.com. Items should not exceed 150 words. Good colour photographs are also welcome.

Abingdon in space

Over the February half term 11 Abingdon School boys and 18 girls from St Helen's and St Katharine's School in Abingdon joined a group undertaking the Cosmonaut Space and Leadership Experience in Russia. They were only the second British school group to have lived and worked at the Russian Space Agency's Gagarin Cosmonaut Training Centre near Moscow.

The students spent four nights living in the Kosmonaut Hostel within the secure Star City complex. Here they were under the constant guidance and instruction of a true expert in the field of space exploration, ex-NASA Astronaut Dr Mike Foale CBE. Mike was amongst the first NASA astronauts to live in Star City, where he trained to pilot the Soyuz space capsule and to live and work aboard the USSR's Mir (Peace) Space Station. The pupils were able to hear Mike's first-hand accounts of life in space and undertake training exercises under his guidance; an amazing opportunity to learn from one of the most experienced and versatile astronauts in any international space exploration programme.

The students thoroughly enjoyed the training, including Soyuz docking simulators and hands-on emergency evacuation and first aid procedures. The most popular activity was the survival training in the forest surrounding the complex, where top, military experts taught the students how to build shelters and signal fires to survive sub-zero temperatures until rescuers arrive.





The PSB surge

Matthew Jenkinson extols one of the alternatives to Common Entrance

If the politics of the last year have taught us anything, it is that there are now few things certain in the world, other than death, taxes and compliance inspections. The cry of ‘but that’s how we’ve always done things’ is being drowned out by a variety of insurrectionary surges. Some of these surges are clearly terrifying and devoid of all ethics. Others are refreshing clearings of the decks, realizations that the world is changing and that sometimes we have to change things with it.

In our own little corner of the universe – the plucky and rarefied prep school world – there are significant changes afoot. As a sector, we are not known for radicalism or revolutions, but prep schools need to change to stay educationally relevant. The best have always done that, quietly but shrewdly. Although we are a tempting refuge for backwoodsmen, they should not set our agenda.

One of the most significant challenges facing the prep school world is how to achieve the best method of assessment in the process of transition to senior schools. I have argued in one of C&CR’s sister publications that Common Entrance (CE) is no longer, if it ever was, an appropriate way to assess our pupils and to negotiate an educationally fruitful and ethically transparent transition from prep to senior school. I shan’t rehearse those arguments here, but it is worth considering what brave new world we should be entering as long-established constants like CE are challenged. As more prep schools remove themselves from some or all of CE, and as more senior schools welcome non-CE candidates with open arms, with what should we fill the position that CE once occupied with little critical questioning?

It would be educationally brave and commercially suicidal for a prep school to withdraw from CE and leave just a void. I am all for freedom in curriculum content and the thrill of going it alone to cater for individual pupils in individual schools; but there is still the need for a support network of like-minded schools that swap ideas, compare notes, and develop a shared vision of education, even if that vision might be tweaked slightly to make it appropriate for each school. This is where the Prep School Baccalaureate (PSB) comes in. I am an admirer of the PSB, not least because my own school has taken it on and is already reaping the benefits from doing so. It is, therefore, worth outlining why we decided to adopt such a programme, to explain what the benefits are, and to put senior schools’ minds at rest about some of the misunderstandings.

It is tempting to view CE and the PSB dichotomously: content-driven exams versus cuddly skills development. Like a lot of dichotomies, this is a false one. The PSB does indeed focus on skills and it does not require pupils to take CE exams, but exams still feature as highly as each prep school would like. The Record of Achievement (ROA) that pupils receive at the end of the PSB includes new GCSE-style numerical grades, a good number of which will be based on what might be termed old-fashioned summative end of year exams. The difference is that the Prep School Baccalaureate ROA includes a welter of

other information, some of which may be derived from other forms of assessment, as well as information concerning pupils’ other achievements and development of core skills within the curriculum and beyond.

I am the first to come out in hives when educationalists promote skills separately from curriculum content; the latter provides the raw material for the former. Since my school took on the PSB, I have actually taught more content, because we no longer have to devote valuable curriculum time to preparing pupils for idiosyncratic question styles or mark schemes. We also actually assess more content, as we have the freedom to develop and set exams in subjects like Coding and Music, or to evolve pupils’ academic independence through meaty individual research projects.

PSB is not a soft touch academically. The PSB group only accepts schools that are focused on the development of the model as a kite mark of high standards. Setting exams in-house lets us make them as challenging as we like, and we can always share our exam papers and responses with senior schools to ensure quality control. Frequent work share meetings between PSB Heads of Department ensure that high standards are maintained across PSB schools. Senior school representatives at these meetings work with prep school HoDs to ensure that there is properly joined-up thinking between the sectors. This constant dialogue ensures that the content and skills we are teaching remain appropriate and relevant, which is why the academically hard-hitting senior schools to which my school habitually sends pupils have accepted PSB candidates with enthusiasm, and we now communicate with them about their future pupils without involving a middleman. Once those schools have chosen their future pupils in Year 6 or 7, with or without a formal pre-test, we are left to take them academically as far as we can with few requirements to conform to external assessments. This involves pupils in thinking about how they learn, as well as what they learn, and taking shared ownership of how they can develop in all areas of school life: thinking and learning; reviewing and improving; communication, leadership and collaboration; independence. These skills infuse curriculum planning and delivery when appropriate, but they also form a robust basis for that often imprecise form-tutor activity, target setting.

Trust is crucial to PSB, with prep schools supporting each other and advancing productively; and senior schools trusting the reliability of the Records of Achievement. Above all, our pupils are thriving under the PSB. They are learning huge amounts, both in terms of content and skills, especially as the Year 7 and 8 curriculum has been freed from its old shackles. They and their teachers are enthused about this new-found academic freedom, and our pupils are entering their senior schools much better prepared than many of their predecessors.

Dr Matthew Jenkinson is Deputy Head Academic at New College School, Oxford



Shiplake switch off and switch on

Headmaster Gregg Davies describes a big ban

A familiar morning routine: you wake up and the first thing you reach for is your phone. Scroll through the BBC news app, check Facebook – maybe a few Sky Sports notifications. In this technology-driven day and age, the thought of leaving the house without a mobile phone is a daunting one: the prospect of being off-the-grid isn't one that fills most people with ease. But, in a world where everyone is constantly contactable, there is a certain irony in the lack of interaction people are now experiencing. (Un)social media poses the constant threat of isolation and, worse still, cyber bullying. Preferring to communicate from behind a 5-inch screen, there is increasingly a genuine danger that children are missing out on the vital social interaction that shapes so much of their lives and attitudes. Moreover, the apparent desperation to showcase only the highlights reel, can lead to people (particularly teenagers and young people) feeling left out and depressed, worried that their lives aren't as exciting as their peers'. It is suddenly very easy to hurl abuse anonymously online, or from behind a Twitter handle. People adopt a technological identity that can be far removed from their biological one. More and more, we are living our lives through technology: electric cars, smartphones, laptops, tablets – you name it, there's an app for that. We have grown up with technology, and it's not necessarily a good thing.

Technology certainly does have its place in education. Styles of learning have evolved with the introduction of technology. Classes are made more dynamic with the help of computers; homework is more accessible with online platforms; tricky subjects are conquered with interactive games. Pupils are able to take a quick photo of notes on the board or the whiteboard tables we have installed in a number of classrooms. Pupils can access resources online to aid understanding of topics outside the classroom; sites such as YouTube, Google Classroom, Kahoot! and BBC Bitesize are increasingly used.



However, whilst the use of tablets and laptops is encouraged in class at Shiplake, the use of phones has recently been restricted in order to benefit the pupils' social skills. Shiplake College has taken drastic action: switching off. Mobile phones no longer have a place in the Shiplake grounds during the working day. Whilst the accessibility of education and learning is heightened with the use of technology, increasingly I have noticed that our pupils are losing the key skill of social intercourse. Connectivity is getting in the way of experiencing and communicating in real life, and pupils are losing the ability to engage in social dialogue. The subtle nuances of conversation are lost within electronic communication: it is simply not enough to read information; one has to see and hear intonation and gestures. It's not just within school that I have noticed the increasing use of phones. It seems to be a nationwide epidemic: in waiting rooms, on public transport, in lifts – even in restaurants. It seems that people would prefer to exist in the bubble created by the apps on the phone than communicate with others. Society is losing the ability to translate the visual cues that are so crucial in face-to-face conversation.

The announcement that the College was banning mobile phones during the school day was initially met with uproar from pupils and celebration from parents. Particularly for parents, the ban has provided a relief that their children have time away from social media, a ban that parents themselves can't enforce at home for fear of argument. However, over the course of the term, pupils have noticed a change in themselves. They stay at the lunch table longer – no longer a rushed meal and then back to House to their own zone to communicate without actually speaking to anyone. Downtime is spent with classmates and peers, playing sport and having actual conversations. Phones are less and less of a crutch to pupils. This is a change particularly noticeable in Sixth Formers and their improved ability to discuss and debate issues and events has been perceptible in class and houses. Pupils' well-being has also improved. Being outside, interacting with peers and seeing the world around them has relieved the pressure of constantly showcasing life online. One overheard comment has been that it has been 'liberating'. The children no longer feel the social pressure to upload a virtual minute-by-minute diary through posts, likes, snapchats, instagrams, tweets and such like. Whilst technology furthers life and learning in many ways, it has been a great positive for the pupils of Shiplake to step out from the screens and see the world around them.

It was our intention to build independence and resilience in our pupils, and in that respect the ban has succeeded. Pupils have learnt that you don't need to be walking around with a phone in your hand at all times. Having the confidence to be without it, walking into lunch or the common room alone, doesn't sound life-changing, but it is these small steps to building confidence which are so important. Head of College

Gregg Davies says the technology ban means that pupils now find time to talk to each other



and Year 13 pupil Emily Wilkinson commented: 'Initially we were all a bit sceptical because we had become attached to being on our phones, but as we have got used to it, we have realised how beneficial it is. As the term has gone on we have all seen a massive change, particularly in the common room – at lunch and break we now talk to each other! It has been a freeing experience from always being on social media.'

What started as a very localised, common-sense approach has escalated and garnered national media attention. The ban has been reported on in the *Daily Mail*, and I've been a guest on BBC Radio Four and ITV's *Good Morning Britain* since. The support we've had, from not just current parents, but the general population, is astounding and I think it shows a real desire for bans of this type nationally.

Gregg Davies has been Headmaster of Shiplake College since 2004





The rise of peer-to-peer mentoring in online safeguarding

Kat Howard describes ways to make the internet safer

Technologies such as social networking, online gaming, instant messaging and photo sharing, bring with them serious risks, as real in the school environment as they are outside it. In her recent report, the Children's Commissioner Anne Longfield warned of the dangers of leaving children to learn about the internet on their own, and encouraged schools to teach 'digital citizenship' to every student aged four to 14. This report, coupled with ongoing advice from the *Internet Watch Foundation*, the *Safer Internet Centre* and *OFSTED*, has led to schools taking a much more collaborative approach to safeguarding. Many are now exploring schemes in which pupils take a lead role in mentoring their peers or younger year groups in every aspect of online safety: delivering presentations and workshops on the correct way to behave online; providing support with new apps and technologies; giving practical guidance on protecting privacy, staying safe and knowing their rights online; acting as a conduit for pupils to report online bullying or other issues of concern.

These schemes foster a more interactive, collaborative and supportive environment in schools, and already show a tangible, positive impact on safeguarding. In all the schools I've visited where there are mentoring schemes in place, there's much more engagement. Whilst children respect their teachers and the curriculum, they tend to open up more with other children. Research referenced in the Children's Commissioner's report confirms that children are keen to discuss their online experiences, but prefer to do so with their peers.

Mentors know how to tap into the technologies their peers prefer, and use them to educate each other - tweeting regular online safety advice from the school's Twitter account, recording a podcast about how to flag up problems or making a YouTube video about how the use of social media can impact on future careers. Mentor-generated content, coupled with in-class workshops and face-to-face conversations, is infinitely preferable to looking at an A4 printout or scrolling through a long set of Terms and Conditions. And it isn't just older pupils stepping into these roles - we're now seeing mentors from as young as Year 3, who build up their status within peer groups as they progress through school together.

However, for peer-led mentoring to be successful, there are key elements a school must consider before implementation, starting with a clear understanding of how their scheme will work and a strategy for putting it into action. This should outline your expectations as a school for how mentoring will be delivered, tracked and monitored, and how you will support the pupils involved. Whilst some schools simply set up schemes themselves, it's surely sensible to consult relevant support agencies such as the *NSPCC*, the *Safer Internet Centre* and *Childnet*. These all provide guidance towards a well-

rounded foundation programme that schools can trim for their particular circumstances.

Support and training must be in place to prepare student mentors for a position of greater responsibility and staff should be trained to support mentors correctly. It's vital to set out to mentors exactly what's expected of them, how to share knowledge and provide guidance, and what to do if they feel any child in their peer group is at risk or is experiencing difficulties. A clear escalation route for mentors to bring issues to the relevant teacher or safeguarding lead is essential, and their emotional and mental wellbeing should be continuously monitored. Checking regularly with mentors what is and isn't working will help the scheme to run effectively. You could also consider what other tools could support your safeguarding programme. For instance, if a pupil doesn't feel able to discuss a current issue directly with their peers, mentors could direct them to an anonymous reporting function on your school's website.

Involving the whole school community in how you're going to deliver this programme is the next step. Seeking feedback on which apps pupils would like most guidance on, or which have proved problematic, will determine which safeguarding issues to focus on and what technologies you'll use to deliver them. For example, if there have been incidences of online bullying, you could create an Online Code of Conduct to help shape behaviour and provide advice on respecting the rights of others in the digital world. Mentors could then choose how to deliver this advice most effectively, whether through a video, a podcast or social channels. Reviewing and monitoring the effectiveness of your school's behaviour policy will give your mentors a clear benchmark to work to. If privacy is an issue, mentors could deliver a workshop on how to change privacy settings and how these settings can impact on their digital footprint, incorporating tips like not ticking a box that remembers their information or linking all their social profiles together.

Peer-led schemes are already having a transformative effect on empowering pupils to take responsibility for their safety in the digital world. By using this powerful, previously underestimated resource, educators now have a highly effective tool for reinforcing positive and supportive behaviours, both in and out of the classroom. By making such schemes accessible to pupils from an early age, schools are fostering a generation of learners who are more informed about the digital world than ever before and, most crucially, empowering them to create a safer and brighter future.

Kat Howard is Senior Educational Consultant and Online Safety Lead at RM Education



Hooked on labels not on need

Greg Watson looks below the surface of pupils' learning difficulties

The current procedure in place for diagnosing Special Educational Needs (SEN) puts children and their parents firmly at the heart of the Special Educational Needs and Disabilities (SEND) system. Parents, of course, know their children much better than teachers possibly could and they have an integral role to play in the identification of the special educational needs of their own children. Early identification and targeted intervention would not be possible without their support. But how can we be sure that we are all working most productively to ensure that a child's needs are best supported in school?

There are approximately 78,000 pupils in the independent sector who have a diagnosed special educational need.¹ This figure represents 13.4 per cent of all pupils in independent schools – 3.3 per cent higher than in 2007.² Though the percentage does not include children with a statement or Education, Health and Care Plan, whose numbers have remained constant for the past decade, it does illustrate that the number of pupils diagnosed with SEN in the independent sector has been steadily increasing year on year.³

A survey commissioned by GL Assessment, carried out by YouGov with 810 teachers, aimed to discern teachers' views on SEN misidentification – specifically the misidentification of learning difficulties that can be addressed in the classroom rather than pupils with complex, multi-layered special educational needs who need specialist provision. The poll found that almost two thirds of teachers (57 per cent) thought there was a misidentification of SEN among school children and only a quarter of teachers disagreed (26 per cent). Over half of the teachers polled (54 per cent) cited parental anxiety as a reason for misidentification, with just over a third (36 per cent) disagreeing.

Lorraine Petersen, a special needs expert and former chief executive of National Association of Special Educational Needs, said she wasn't surprised by the findings. 'Most parents will work on the assumption that the quicker you assess why a child is having difficulties and give him or her a label, the faster you can get extra support.'

Few things are more difficult for a teacher to deal with than a frustrated parent who cannot understand why their child is not doing as well at school as the parent feels they should. Parents naturally – and completely understandably – want to know why. However, identifying a barrier to learning is often about finding the one thing that is holding back a child who might otherwise do much better, rather than identifying a child with a broad difficulty in learning. That's why the classroom solution is so often better. Accurate assessment, personalised teaching and targeted support can often overcome a specific difficulty without

the disruption that an external intervention can cause to teacher and pupil. The fact is that a lot of the issues children present don't necessarily need a label, may be temporary, and can be best addressed in the classroom not in the clinic.

Sue Thompson, Senior Publisher at GL Assessment, said it was imperative that teachers were given as much help as possible to distinguish those children who had learning difficulties that could be addressed by a teacher from those who needed more specialist help. More appropriate teacher training is essential here – both in initial teacher training and continuous professional development. 'Teachers have to be allowed to make the necessary identification of a child's educational needs with the appropriate diagnostic tools.'

There are many ways in which labels can be helpful to parents, children and teachers alike. Labels enable professionals to communicate with one another and they can result in the right kind of additional support. Indeed, some parents who responded to our survey said that without a label, it's hard to learn about the specifics of a condition and make adjustments as a parent.

However, one of the dangers with labels is that they indicate that the difficulty lies with the pupil, which often leads to teachers teaching to a label and not to the individual needs of the pupil. This is complicated further by the fact that the current process in schools is to allocate SEN support before they can offer additional support. Giving a child a label can, therefore, sometimes hinder rather than help address their educational needs.

The problem of misidentification is not just skewed by the over-identification of SEN: under-reporting also compounds the issue. With such cases, schools need to undertake every effort possible to work with parents in order to foster an accurate and holistic understanding of the child's educational needs.

Educational Psychologist, Poppy Ionides, reiterates the importance of developing a dialogue between home and school. 'Find out the hopes and fears of the child's family: this may involve mention of diagnostic labels such as dyslexia, AD(HD) or autism. Different individuals can have wildly different views on the use of such labels: be open to cultural and linguistic influences on views.' During this critical stage, schools and parents need to co-operate, share tips and exchange advice in order to facilitate a quicker diagnosis, if there is one to be had.

Are pupils with genuine needs missing out on support? Yes, say teachers. Over three fifths of teachers surveyed (62 per cent) thought those children with genuine needs were missing out because resources were being diverted to those pupils who didn't really need help. According to the Independent Schools Council (ISC), there is one SEND member of staff for every 22 pupils diagnosed with SEND in ISC schools, so resources are tight.⁴ In

1 Special Educational Needs in England, January 2016.

Department for Education, Statistical First Release 29/16.

2 Ibid.

3 Ibid.

4 ISC Census and Annual Report 2016. Independent Schools Council.

People

fact, half of teachers surveyed (52 per cent) felt that there was one parent took up so much of their time that it was difficult to give others sufficient attention.

So how should teachers accurately assess for the individual needs of children? Assessment when used correctly can give a crucial insight into both a child's strengths and weaknesses. Note here the reference to strengths as well as weaknesses. Those with learning difficulties are often viewed primarily in terms of what they can't do, but best practice in assessment of those with additional needs requires the focus to be broadened to see the whole child. Accurate assessment and personalised teaching can often overcome a specific difficulty without the disruption that an external intervention can cause to teacher and pupil.

One independent school we work with views labels as only a part of the picture, meaning that the level of support a child with additional needs is given is not reliant on labels alone.

Their approach is to broaden the focus to see the whole child and they ensure that each child identified with an additional need has three strategies rolled out to teachers and then implemented in lesson planning. This approach, they believe, will support any school's inclusive philosophy, which should celebrate difference to avoid it being stigmatised.

So do labels matter at all? 'Yes', says Barney Angliss, a SEND researcher with over 26 years' experience, 'but reaching for a label should not be our first response.' Labels can be helpful as they can allow for a better understanding – but the label is not the child. Teachers need to adopt a holistic view of the child and their needs. 'Focusing on the learning environment,' Mr Angliss adds, 'is every bit as important as focusing on the child.'

Greg Watson is Chief Executive of GL Assessment

GL Assessment's 'Hooked on labels not on needs' report is available to download from gl-assessment.co.uk/hookedonlabels

& HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Tom Wheare at tom.wheare@gmail.com. Items should not exceed 150 words. Good colour photographs are also welcome.

The £9million 'space' at Nottingham Girls' High School

A new £9m performing arts centre has been officially opened at Nottingham Girls' High School by Rosemary Squire OBE, the most prominent woman in British theatre. A former pupil at the school, Rosemary is the founder and joint CEO of theatre company *Trafalgar Entertainment*, and the new centre has been named after her. At the official

opening of the Squire Performing Arts Centre on 23rd March, 'the space', guests were able to see this fantastic facility for themselves and enjoy a gala performance of the school's production of *Grease*.

The impressive development has been made possible thanks to the Girls' Day School Trust (GDST), the leading group of independent girls' schools in the UK, who contributed an initial £7.5m to the project. The remaining £1.5m was raised through a *Raise the Curtain* campaign, chaired and supported by Rosemary Squire, with donations from various trusts and patrons, including Nottingham philanthropist Sir Harry Djanogly, school alumnae, parents, students and friends of the school. The main auditorium is named after Sir Harry's wife, Carol; generous support from *The Garfield Weston Foundation* is recognised with the naming of the 74-seat studio theatre; and a studio is named after Jenny Farr MBE, an alumna and former governor of the school. Donations have also been acknowledged through gold, silver and bronze leaves on an art installation, the *Donor Tree*, which takes pride of place at the entrance to the centre.

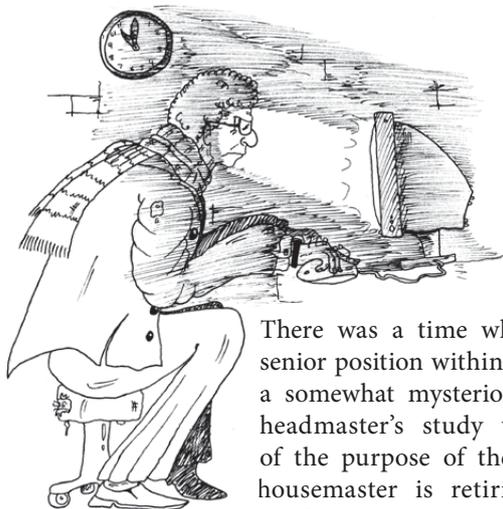
Designed by Nottingham architectural practice Marsh:Grochowski and built by Balfour Beatty, the theatre comprises a flexible 334-seat performance space with a 260 seat multi-purpose auditorium, divisible into two separate areas, with dressing rooms, rehearsal studio and green room, as well as a café bar and breakout spaces. The theatre has an orchestra pit, control rooms with professional technical equipment, and safely accessible industry standard lighting rigs where students can learn the professional skills of the theatre technician.

'The space' creates career and employment opportunities for technicians, along with openings for café bar and front of house staff. As well as enhancing the teaching, learning and performance of music and drama throughout the school, 'the space' will be available outside school hours for use by community groups, arts organisations and businesses. Nottingham's schools and vibrant local dance, music and theatre groups will now have access to high quality, affordable space for teaching, rehearsal and performance, a provision that has so far been limited. A management committee with representatives from Nottingham City Council, local arts organisations and residents will help oversee the centre's community use and its programmes of plays, seminars, musical events, dance, workshops and activities.



Onwards and upwards

OR Houseman considers the evolution of promotion



There was a time when promotion to a senior position within a school began with a somewhat mysterious summons to the headmaster's study with no indication of the purpose of the meeting. A senior housemaster is retiring this year after nearly seventeen years in his house. During a recent conversation in which he and I were considering the likely candidates to succeed him and the process of selection, he recalled his own appointment to the job.

"I was summoned to see the Headmaster. I had no idea why, and was overcome by a schoolboy feeling of anxiety. This had to be some sort of admonishment; but for which misdemeanour? The Head began talking to me but I couldn't really concentrate; I was just trying to work out what I could have done, and how I could explain it. But no admonishment came. I began to relax. I realised I had done nothing wrong, or, at least, if I had, the Headmaster did not wish to talk about it right now. Then he suddenly asked: 'What are your thoughts about housemastering?' I had been teaching for eleven years. I had begun with no formal training whatsoever, but was beginning to feel I had an idea of how to manage schoolboys. I thought the Headmaster was merely making conversation, and did not anticipate any immediate reality. I said that I was flattered, and thought it was something which, in time, I might find an enjoying challenge. He said he wanted me to start that September. I thought for a moment, realised that at last I had an excuse to get out of the CCF, and accepted."

Appointments to senior positions are made in a very different way now. The headmaster cannot simply make appointments when he knows somebody is good enough for a job. The job must be advertised, and candidates must make presentations and be interviewed. It was almost unheard of only ten years ago, but now it is possible to move to a senior position at one school while working at another school. Of course this means that senior school appointments are made with a much greater degree of professionalism, thoroughness and openness. It also means that the jobs are taken not by those who have shown in their work that they are capable of performing them, but by those who are good at talking about how good they are in an interview. At a rather severe meeting of housemasters with the headmaster last year, he asked us, somewhat ominously, to consider whether we thought we would be reappointed to our jobs if we were asked to reapply for them. It was tempting, though it would of course have been foolish, to ask the headmaster to consider whether he thought we would want to apply for them.

There are also many more senior positions to which appointments need to be made. There used to be teachers, heads of departments, housemasters and the deputy head. That was it. All were appointed by the headmaster when he decided which masters on his staff were suitable for these positions.

These positions still exist, of course, but housemasters and heads of department now have deputies, and the deputy head is a member of a Senior Management Team, made up of other deputies with specific responsibilities indicated by brackets: Deputy (Pastoral), Deputy (Academic), Deputy (Organisation), Deputy (Overseas Schools) and possibly many more. Many schools have made a further step forward, and the Senior Management Team is now named the Senior Leadership Team. When he took up his post seventeen years ago, the outgoing senior housemaster probably did not feel he was moving into 'middle management.' While he considered the appearance of that term slightly insulting, the term 'middle leaders', he told me, was simply absurd.

It may be mere coincidence, but since housemasters have begun to be appointed by application and interview rather than magisterial selection, it does seem that more and more of them move on – or away – more frequently. Perhaps inevitably, those who consider themselves worthy of promotion to one job will soon consider themselves worthy of promotion to another. The housemaster who was expecting disciplinary chastisement rather than promotion is usually so relieved that he stays in the job until he retires.

The senior housemaster is not the only man moving on at the end of this academic year. After three years in his house, a young, dynamic, ambitious housemaster is moving to a position on the Senior Leadership Team. He arrived at the school five years ago as a new Head of Department. He was considered to be a very good idea. We never really found out whether he was a good Head of Department or not as, two years later, he applied for and was appointed to the role of housemaster of a day house. This was also expected to be a great success, but again, unfortunately, after just three years we will never find out. Earlier this year the Deputy (Academic), formerly known as Director of Studies, was appointed to be the headmaster of another school, resulting in a vacancy on the SLT. Early in the term the headmaster announced the news to the Common Room, as well, of course, as advertising it outside the school.

"As you know, Dr M is moving on, and so there will be a vacancy on the SLT. The vacancy is not for Deputy (Academic): this, as you know, is being filled by Mr J. In fact, I cannot as yet say what the new position on SLT involves, but I welcome applications from all who consider themselves suitable."

The ambitious young housemaster was considered an excellent prospect, having been a similarly exciting prospect as a new head of department, and applied, successfully. Presumably he saw in himself all the suitable aptitudes for a job with no definition. Next year he moves into the role, and we look forward to seeing exactly what it is. We are sure he will be very successful – if he stays in post long enough for anyone to find out.

OR Houseman sometimes wonders whether the Headmaster would get his job if he reapplied for it.



Promoting wellbeing in schools

Julian Stanley argues that teachers need as much support as pupils

The Prime Minister's public recognition of the importance of wellbeing earlier this year, was welcome, if long overdue. The government's commitment to delivering better mental health support, particularly for young people, has demonstrated that as a society we now have a far greater understanding and appreciation of its intrinsic value. But, aside from the fact that schools alone cannot solve mental health problems, how can teachers be expected to provide adequate support for the mental wellbeing of children when their own may be under increasing pressure? If teachers are to support their pupils, let alone to lead by example, a new approach is surely needed to help stem the growing crisis in staff rooms.

As the leading charity supporting all who are working in the sector, Education Support Partnership is well aware of the growing stresses and strains on the mental health and wellbeing of many teachers and school leaders. Last year alone we helped more than 30,000 education professionals in both the state and the independent sector who called our confidential helpline in a state of crisis, panic and high distress. As one teacher told us: *"I rang in complete despair. Got some excellent advice and was good to talk to someone without fear of judgement. Still struggling with depression but feel supported in the knowledge that I can call any time for a chat."*

Whilst a growing number of independent schools are leading the way in making good student wellbeing a priority, teacher wellbeing can be overlooked, which leads to high rates of sickness absence or staff choosing to leave education altogether. In our last annual health survey of more than 2000 education professionals, 84% told us they had suffered from some form of mental health problem in the last two years and over half (53%) felt that their ill health had affected their pupil's studies. The demands of ever-greater accountability, the growing culture of testing and monitoring, and spiralling workloads are clearly having an increasingly negative effect on students and staff alike.

An LSE study published last Spring confirmed what we know: that job satisfaction is just as important as experience in making a good teacher. Analysing ALSPAC* data, Dr Sarah Fleche found a direct correlation between these factors in teachers and successful students.

Enabling 'self-care' to help teachers build resilience and tackle crippling workloads won't solve long-term issues, but is one way to make a great difference to wellbeing in and out of work. In Education Support Partnership's recent research, commissioned as part of a YouGov TeacherTrack survey, nearly half (44%) told us that better workplace support for their personal wellbeing would help keep them teaching. **

But how do pressured senior leaders, working to get the best out of their teams, make it more than an aspiration for their teachers, their leadership teams and themselves? Where should they start, what should they look at and what has an impact on wellbeing? Here at Education Support Partnership, knowing

that it has never been more important to focus on this issue, we offer our own positive workplace survey. Here, for instance, are six aspects of work which, if managed poorly, could create stress in the workplace. Demands – such as workload and the work environment Control – a person's own influence over how their job is carried out Support – from colleagues, line manager and organisation Relationships – reducing conflict; dealing with unacceptable behaviour Role – understanding of the job content and expectations Change – how it is managed in the organisation

It is good to check staff wellbeing on a regular basis even if you are already addressing issues and have some support in place. No head can be complacent about the issue and a workplace survey can be a very good way to start if you haven't done it before. Explain the purpose of a survey to your staff and seek their support for the process. Be clear that you are happy to make necessary changes, depending on what the results may show; and that, because staff answer questions anonymously, they should have no fear of reprisals. Consider questions such as: what do you enjoy and what don't you enjoy about your job; do you feel stressed at work; do you feel adequately supported; do you feel equipped to manage your workload; where and who do you turn to if there is something wrong; would you like to have the opportunity to have counselling?

The results should be shared with staff and all those running the school. Anonymity must be maintained, but staff should be consulted on the findings and given the chance to suggest improvements to the school culture and the environment. Concrete action to reduce stress, to support employees and provide ongoing opportunities for reflection and further suggestions is essential: a suggestion box allows feedback throughout the year.

Many heads have told us that making such a process part of the fabric of what they do has been a valuable investment for their own well-being and the well-being of the school. Addressing the issue is easier than you might think, can deliver quick results and, in the longer term, make for a healthier, stronger school. Teachers with high job satisfaction, positive morale and good health are more likely to teach lessons which are creative, challenging and effective, to the great benefit of their students.

*Julian Stanley is the CEO of the Education Support Partnership
Visit www.educationsupportpartnership.org.uk/staff-engagement-wellbeing to find out more.
Call our confidential 24-hour helpline and talk to a specially trained counsellor on 08000 562 561.*

*Avon Longitudinal Study of Parents and Children

**YouGov TeacherTrack total sample size was 865 adults. The survey was carried out online between November and December 2016. The figures have been weighted and are representative of the UK teaching population by phase and region.

Communication, collaboration and community

Classlist explain a platform that allows parents to stay connected

What are the pillars on which a well-regarded school's reputation rests? One is academic excellence. Another is the wealth of co-curricular opportunities offered to the students. The third is community buy-in, the level of parent, student and alumni engagement.

Decades of research in both America and Europe have shown that there is a simple but often under-utilised way to strengthen all these facets of school life. Repeated studies show that, when there is meaningful collaboration between parents and a school, achievement rises; the attitude and behaviour of students improves, and so does teacher morale.

Yet, despite the rewards, creating this kind of collaboration presents challenges. By its nature, the parent community is an ever-changing entity. Both parents and teachers have many demands on their time. Given those pressures, how do schools build a sustainable system of parental involvement?

Kelly Walsh is Chair of the Parents' Association at St George's Weybridge. 'I know that parents want to be involved with our school. They want to do their best for their children and they want to feel part of the community. But to tap into that desire to help, we needed to find a good, *inclusive* channel of communication that supported parent-to-parent and PTA-to-parent discussion.'

For Kelly, the answer was Classlist, a free, online platform designed for school PTAs. Parents sign up, are verified and can then see PTA announcements, respond to posts, post their

own enquiries and even buy tickets for school events. They can access Classlist online, or as an app on their phones.

'Data protection was the school's number one priority,' says Kelly. 'That was something we looked at in a lot of detail before we signed up. Classlist has stringent data protection considerations. It offers security as well as an easy way to speak to the whole parent body.'

'In under a year over 1,000 parents from St George's have signed up to Classlist,' Kelly adds. 'That's a large cohort. But one of the things that has really stood out is that we haven't had to deal with even a single instance of inappropriate comment. Parents are very clear that this is not a social media site, so there's no banter – it's about helping the school and helping their children.'

Jamie Hussey is a Class Rep at the City of London Freeman's School. Their PTA also uses Classlist as a platform to communicate with parents. She agrees that Classlist both improves communication and strengthens collaboration between the school and the parents.

'As one example of this, the school recently organised a talk with an external speaker,' she says. 'It's a talk about what happens when children reach the age of 'the party scene' – when they start going to unsupervised events. One parent had heard the speaker before. She wrote a post saying how good the talk is and urging other parents to attend. That was compelling, it reminded everyone that the talk was on and made people keen



People

to go. If it hadn't been for Classlist, there would have been no easy way for that parent to enthuse so many others.'

That's not the only way in which positive parental communication can pay dividends for a school. Research from Harvard University has shown that altruistic endeavour is infectious. When others give, their peers are more likely to do the same. So, when a school, via the Parents' Association, gives of *their* time, parents are more likely to reciprocate. This translates into greater fundraising efforts, parents volunteering their time to assist with co-curricular activities, or stepping in to offer other opportunities to students.

'The benefits of Classlist in boosting parent activity became apparent to us very quickly,' says Kelly. 'Last year we sent a letter to all new parents telling them about Classlist and asking them to sign up. We then posted an invite – only on Classlist – to an evening event for new parents. The result was that we had the highest attendance we've ever had at one of these get-togethers. By their nature, parent associations can feel cliquey, but Classlist allows for open communication, which breaks down barriers. More people are now volunteering for our Parents' Association as well as volunteering to help with individual events.'

Kelly uses Classlist to send news and announcements to the whole parent body. She has also created sub-groups on the platform for different year groups and different clubs.

'That lets me send very targeted, very timely messages,' says Kelly. 'For example, parents with children in the Boat Club often need to be contacted at short notice, as the weather can change

and disrupt events. With Classlist we can send out that up-to-date information to the relevant people quickly and easily.'

Caroline Rowett serves on the committee of the Family Society at St Dunstan's College. The Society adopted Classlist at the start of the school year.

'At our school Classlist is very much a parent-led initiative,' she says. 'It's a way for parents to talk to one another. The bulk of the posts are reminders about events or pleas to find missing uniform. Even at this level, it benefits the school. Prior to Classlist, all missing uniform enquiries went to the school. Now the staff don't have to deal with that, so it frees up their time.'

'Classlist could offer other benefits in the future, if the school chose to access them,' Caroline adds.

Kelly sees another long-term benefit for schools who use Classlist. By strengthening the sense of school community, the platform helps to sow the seeds for strong alumni connections. 'When a school feels inclusive and parents feel they are part of a community, they are happier. That affects their children, too. Long-term, those positive feelings have the potential to build a community of alumni who remain committed to helping the school succeed.'

Whether it's fundraising, building an alumni network or providing additional opportunities for students, parental support is an invaluable resource. All it needs is good communication.

Classlist was founded by Clare Wright and Susan Burton and is free for schools. Sign up at www.classlist.com

HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Tom Wheare at tom.wheare@gmail.com. Items should not exceed 150 words. Good colour photographs are also welcome.

History? No, Herstory

As part of Women's History Month, a group of Sixth Form History and Politics students from St Mary's School, Cambridge revisited the stories of significant women in history in order to decide for themselves how the women should be remembered. The workshop was run by Alice Wroe of Herstory, based on Judy Chicago's *The Dinner Party* – an art installation depicting a ceremonial banquet



with 39 place settings, each of which commemorates an important woman from history. Each girl was given an envelope containing a range of facts about one of the 39 historical figures, and then had to determine how to use the information to hand to represent the figure.

Alice told the students: "History is one person's perception of an event, recorded, and safeguarded through history until it becomes 'fact' – and typically this role has been played by men. By considering the different facts and events of a particular individual's life, each of you can decide which events are most interesting, or most relevant, to that woman's story, and create your own version of her history."

One of the women featured was the Australian swimmer Annette Kellerman who argued that women should be allowed to wear a one-piece swimming costume at a time when dresses and 'pantaloons' were the norm. She moved to America where she was arrested for indecency, but her style of costume triumphed in the end.

Another trail-blazer was Annie Edson Taylor, who was the first person to ride over Niagara Falls in a barrel – and survive. Her representative confessed that "she sounds like someone who just wants to find fame and wealth", until she learnt the context of Taylor's story, and her search for any income after the death of her husband.



Is there an app for that?

Deborah Fisher highlights technology at work in three independent schools

Gone are the days when independent schools were considered bastions of tradition where technology feared to tread. For today's schools, the digital age has a key role to play in helping them to prepare their pupils for success in an increasingly competitive global marketplace. Mobile technology is transforming the way many of us work, shop and socialise, and new technology is being developed all the time to bring the world to our smartphones and tablets at the tap of a screen.

In education, there has been an explosion of teaching and learning apps that are exciting and engaging for pupils to use in the classroom and at home. But schools are increasingly using mobile technology beyond this, to free teachers from routine administration, support pastoral care and keep parents informed of how their child's education is progressing. A more digital approach to school administration can be a great leap forward, streamlining many routine tasks in schools and freeing precious time to focus on teaching and learning.

For King Edward's School, Bath, mobile technology is saving time for school staff, as David Middlebrough, Assistant Head (Curriculum), explains. 'It takes time for a teacher to get a laptop out, log on and take attendance or access the lesson plans and information they need. This can eat into teaching time, and turn morning registration into a rushed affair rather than a calm and purposeful start to the day. In our school, a number of teachers take the register using an app loaded onto a tablet device (our app is from SIMS Independent). This speeds up the whole process, and cuts the time it takes to mark pupils in class or absent down to the bare minimum, freeing up valuable time for teachers from the very start of the lesson.'

With a school-wide Wi-Fi connection, many teachers at King Edward's are no longer tied to their desktop computer and can record and view pupil information wherever they are. 'Our PE teachers used to take registration on a paper list, which would then need to be handed in to reception,' David continues. 'Now they can record attendance on a tablet from the rugby sports field or tennis court and the information goes straight into our management information system, so it is instantly available to anyone who needs to see it.'

Safeguarding is a key responsibility for any school, and fundamental to this is knowing where every child is, at any time during the school day. Using a paper system to keep track of pupils' whereabouts can mean that by the time a register reaches the school office and attendance marks are keyed into the system, a child may well have moved on to their next lesson, or gone home sick. Reducing this time lag has been one of the key benefits of introducing mobile technology at Westholme School, Blackburn, as David Marsden, IT manager, explains.

'Taking attendance on a tablet means that the information goes straight into the school's computer system. So, if a child leaves school unexpectedly, or we need to track someone down quickly, a staff member with the appropriate authority can simply swipe the screen on their tablet, and update the system

or find the name of the pupil and where they are at any given time. This makes it easier to keep children safe at the end of the school day too. Take a scenario that will be familiar to many school staff – a pupil is waiting to be collected after school but the parent has not turned up. Previously, we would have taken the pupil back into the school, so that we could log on to the computer to search for their parents' contact details. Now, the staff member can look up the parents' number on their tablet, right there in the car park, and give them a quick ring to see what has happened.'

Having the latest contact information for parents and carers is crucial to a school's duty of care. Schools often ask parents to update their information by filling in a paper form or sending an email at the start of a new academic year. But giving families the ability to update their own information from their mobile phone offers them a much easier way to ensure the school has the right information, throughout the year.

'Many of us have been stuck in traffic in a coach on our way back from a school trip,' says David. 'Previously we would have had to call the school office and ask them to contact parents to inform them of the delay. Now, staff can do this directly from the coach, accessing the families' emergency contact details securely using the app, giving parents much earlier warning of the delay.'

'The importance of involving parents in their child's education should never be underestimated,' says Jon Haves, ICT Development Director at Manchester High School for Girls, 'which is why many schools, ours included, are always looking at better ways to communicate with parents or get information to families in the way they want to receive it.'

The school uses a mix of communications: details of events or school news are sent via email, but when messages need to get to families quickly, such as school closures in bad weather, a text message sends the information straight to their smartphone or mobile. 'Parents also expect to share information about their daughter's progress more regularly - the result of a maths test, details of merit points or the fact that they have been set a new history assignment. What we wanted was one place where parents can see all this information, wherever they are. Providing parents with an app they can download to their phone means that they have all this information in one place and don't have to wait for scheduled meetings with teachers, parents' evenings or the end of term report cycle.'

The history and ethos of a school is central to what attracts parents through its doors and to what makes it a great place to teach and learn. But, in a fast-moving world, technology has an increasingly important role to play: freeing staff to work more efficiently; helping schools to provide a safe and supportive environment in which to achieve; and enabling parents to support their child's learning.

Deborah Fisher is Head of Independent Schools at Capita SIMS Independent

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Career dreams or career choices

Pitman Training argue that university is not the only yellow brick road

Isaac Pitman was a teacher running his own school in Bath when he published Sound-Hand, a pamphlet introducing his phonetic shorthand system, in 1837. This led him into publishing and distance learning and the company Isaac Pitman and Sons provided its books and training all over the world. It was not Pitman's shorthand, however, but the opportunity to access this skill that was truly ground-breaking, and it is appropriate that although Pitman's publishing arm was bought by Pearson in 1985, the training side continues to provide access to career opportunities for thousands of students a year under the founder's name.

When GCSE and A-Level results come out and thousands of young people make decisions on their futures, it is clear from research carried out by Censuswide for Pitman Training that there is a huge mismatch between career dreams and career choices, and that many risk missing their true calling after leaving school. With 84% of 16-24 year olds revealing that they don't know how to turn the interests they're passionate about into a career, and 49% of these respondents considering that their lack of qualifications prevents them from exploring aspirational career opportunities, there is a severe risk of career dissatisfaction amongst the next generation of employees entering the job market.

A gap in support has also been revealed as 80% of these young people in the UK agree that they wish they knew more about options available to them on leaving school. A strong desire for more guidance is apparent, with almost nine in ten agreeing that with the right advice they would be able to achieve the career they really want. Furthermore, a majority agrees that University is not the only route to a dream career.

Young people are also against more 'traditional' jobs in admin or accounts, even though these could be a door-opener to their dream career. Nearly three in five accept the stereotype that working in these areas is 'boring' and 'old fashioned', whereas retail is considered an easy way of entering employment by 79%.

The top interests of this age group, which vary across the country, include music, fashion and technology, yet 84% believe that they wouldn't be able to pursue a career in these sectors. Most commonly perceived to be beyond their grasp are: Music - nearly half see this as out of reach, with Yorkshire being the most musical region across all ages; Fashion - over a third, with Cardiff being the most fashion-focused city across all ages; Tech - 25%, with the North East being the most passionate about Tech across all ages; Drama - 25% again, with Cardiff being the most passionate; Sport - 21%; and 14% identified working with celebrities.

Further findings from the research undertaken by Pitman Training and Censuswide found that:

- 37% of 16-24 year olds with interests they're passionate about stated that they don't have the confidence to turn their passions into careers
- Fear of failure halts 35% of 16-24 year olds with interests they're passionate about from pursuing their interests as their career, compared to 21% of 35-44 year olds

- 52% of 16-24 year olds feel as if they've outgrown education
- 52% of 16-24 year olds disagreed that University was the only way to a dream career, compared to 66% of 45-54 year olds.

In response to these findings, Pitman Training has launched a new online resource as part of its 'U Know' campaign, which sets out to provide confidence and insight to young people, and to help them find their true career destiny. Bringing together industry experts and young people's stories at www.pitman-training.co.uk/advice-centre/not-going-to-uni, the site provides a free resource to help discover how personality and passions can be channelled into careers, offering wide-ranging advice and guidance. It also features ex-Pitman student Nicola Penny, who works as an Assistant to the Editors at This Morning and Loose Women at ITV, and Katie McEwan FEPA, Executive Support Manager to Jacqueline Gold CBE at Ann Summers, sharing insights into their job roles, in a bid to challenge the stereotype that working in admin is 'old fashioned' and 'boring'.

Claire Lister, M.D of Pitman Training said: 'Wow! was my initial reaction to all the stats we got back from this research, which are heart-breaking and inspiring at the same time. We cannot sit back and watch this huge proportion of young people entering jobs they don't really buy into because they've given up hope on doing what they actually love. So there's a love of music, why not work to become a PA within a record label or a web designer specialising in sites for musicians? They might not be on stage themselves, but will get to live the buzz of it all. You'd love to work in fashion but are no designer - an EA to a CEO of a leading retail brand brings with it an immersion in the fashion world and opportunities to have a starring role. Many of our training courses can open doors to help people work in the industries they really want, if they are focused on progression. PA, web design and accountancy courses in particular can open up a huge variety of doors into interesting careers.'

'The idea behind the new online resource is that deep down we all know what we are good at and what we would love to do with our talent. The problem is that the majority of us don't believe in ourselves, don't listen to our instincts and don't know where to start, so our dreams remain dreams. Creating career progression requires a strategic approach. If at school age young people fall into jobs, or further training that is a 'filler' rather than a vocation, they risk not achieving their true potential. We are passionate about trying to help people tap into their true calling.'

Hattie Wrixon, co-founder of www.unisnotforme.com, which she set up when she was 17, said of the research findings: 'When it comes to leaving school, it's important that young people see no stigma in exploring alternatives to university, and are fully supported on their journey. To work in an area you love should not be so out of reach - in fact that should be the starting point when exploring career paths. I found it terrifying to read of such high statistics of people who don't feel they can follow their dreams.'

For more information see www.pitman-training.com/advice-hub/careers-advice/



The modern apprentice

Caspar Bartington explains how an ancient route to trade skills has become a fast track to the professions

Apprenticeships have evolved over many years, from training programmes solely for technical jobs or ‘trades’, to programmes for nearly every sector – including professions such as law, finance and management. Indeed, the Business, Administration and Law group of apprenticeships is the largest of all such groups, as companies realise the benefits of recruiting at a younger age.

The Chartered Insurance Institute (CII) has 125,000 members working in companies of all sizes around the world and in a range of disciplines, from highly technical and sector-specific areas including underwriting and financial planning, to support roles such as digital marketing and HR.

We have seen the change in awareness and understanding of apprenticeships among our employer members. As recently as 2009, fewer than 50% were aware that there was such a thing as a technical apprenticeship – apprenticeships that confer professional qualifications from the CII and other similar bodies. In 2015, that number had increased to 80%. With this change in awareness came a change in attitude and a consistent decline in the number of members stating that they would not employ an apprentice to just above 10%.

So, it should come as little surprise that the number of technical apprenticeship starts in our sector reached a record high last year of just under 1300. While that number is dwarfed by the number of apprenticeship starts overall for 2015/16 (504,000) and the number in the Business, Administration and Law sector (142,000), we can say that our numbers have grown by 50% in the last two years.

Next year will see the imposition of the Apprenticeship Levy, which applies to companies with a paybill of more than £3 million. Large companies will seek maximum return from their levy contribution through new entrants and upskilled existing staff. It will also have a ripple effect on companies that are not subject to the levy – the 98% of businesses that do not have a paybill in excess of £3 million. They will see that other companies are linking once more with their local schools and colleges to build their talent pipeline and, no doubt, want a share of that.

Importantly, for those considering university, there will undoubtedly be growth in degree apprenticeships. This is linked to the above point – companies are looking to make the Apprenticeship Levy work for them. Expect to see the larger companies increase the number of degree/higher apprenticeships at the expense of increases in graduate scheme places.

With this act, employers will lay to rest the misconception that apprenticeships are second-best programmes. In actual fact, an apprenticeship can now be a graduate and university experience in reverse. Thus, a graduate will leave university with a degree (and debt) and will then, in many cases, apply to join a graduate scheme where they will study to complete professional qualifications.

Apprentices, on the other hand, will start their professional qualifications when they start their job. They will then have the

opportunity to work through to the same level of professional qualifications that a graduate does, having applied their learning throughout the experience. Once they have completed a high-level professional qualification, there is the opportunity either to complete a degree apprenticeship, depending on whether or not they are available in the sector, or gain entry to the latter stages of a Bachelor’s degree or even gain direct entry to a Master’s degree. In our sector, for example, the CII has worked with employers to develop new Trailblazer apprenticeships at Level 3 and Level 4 – and we expect to see a Level 6 (degree-level) apprenticeship launch in 2017.

We believe it is important to raise awareness of apprenticeships and so the CII recently produced a parents’ guide to apprenticeships. We interviewed parents of current and former apprentices as a way to reassure parents of pre-university students. Some of the interviewees spoke of concern and, in one case, tears, when their child explained that they were not going to university. However, all the parents spoke positively about the experience and, while apprenticeships may not be for everyone, it is equally true that there are people at university who would be better suited to this type of applied learning and career development.

The ‘graduate premium’ is a term used to describe the additional earning power that a degree confers upon its holder. This year, reports have described the erosion of this graduate premium, due both to the higher cost of gaining a degree, and the increase in the number of graduates emerging from university, resulting in many graduates in non-graduate roles. One report, from Barclays and CEBR, even states that apprentices’ earnings can outstrip graduates’ by 270%. While it is easy to cherry-pick data, it is telling that the report states that the average lifetime earning premium difference for the two study paths is £2200 or £4 a month.

For our generation, going to university was an opportunity to gain knowledge, discover oneself and secure a qualification that few people had, which would help to differentiate you from the competition in the jobs market at little or no cost. For the current generation, more than 40% are going to university – three times more than only 30 years ago – and the average level of debt is some £40,000. For those able to secure well-paid graduate roles, this will be a successful investment. For those unable to do so, it will be an expensive decision that will take years to pay off.

It is fitting that the last word should go to an apprentice. “University fees weren’t something that affected my decision. I’m in the fortunate position where I’ve got a salary, I’m on a career path of my choice, and I’m enjoying the job I’m working on at the moment.”

Caspar Bartington is Relationship Manager (Education) at The Chartered Insurance Institute

For more information about the CII and apprenticeships, email discover@cii.co.uk



Apprenticeship – a new fast lane?

Karen Kimura explores the new career paths open to school leavers

The times are changing. Gone are the days when young people might expect, or be offered, a job for life. Rather, educators are preparing young people for what have become known as portfolio careers. This much we know. Schools are becoming adept at introducing the concept of transferable skills to their students, highlighting how research, analysis, problem-solving and presentation skills developed in subject-specific contexts, all contribute to students' ability in the round, allowing them to make the most of future opportunities. To support this at The Girls' Day School Trust, we offer the unique *CareerStart* programme, providing workshops and resources on employability to the twenty-four schools and two academies in our network.

The next stage is ensuring that we are educating our young people about the different routes into employment. The Gatsby Good Career Guidance model underlines the importance of

giving students the opportunity to encounter employers as well as higher education providers. Traditionally, the message to students has always been 'if you are bright, curious and ambitious, university is the best place for you'. Indeed, at the GDST, 84% of the 2016 cohort went directly to university after Year 13, and 14% already hold a place for 2017 or are in the process of applying. However, a small but growing number of students are choosing to go into apprenticeships or employers' school-leaver programmes after A Levels. Within this cohort are students who have successfully applied to organisations as varied as the BBC, the accountancy firm Deloitte, and Willis Towers, a global risk-management and insurance broker, some turning down places at prestigious Russell Group universities in favour of taking up such apprenticeships.

Parents have a huge role to play in giving young people the scope to consider all the options. Researchers from All About



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‘There are more choices than ever open to young women, and we’re determined to equip the girls in our schools with the knowledge and the skills to take full advantage of them, to realise their potential and make a meaningful difference in the world.’

Careers talked to parents as part of their study of career options. They found that 78.5 % of students were influenced by their parents in this area. This means that parents have a duty to make sure that they are up to date with the latest developments in career pathways. If parents offer advice to their sons and daughters based on the options available to them when they were students, they risk denying their children the chance to choose from the huge range of opportunities now on offer.

GDST alumnae who chose the apprenticeship route after completing their A Levels, include Emily from Nottingham Girls’ High School, who shares her experience:

‘I started my apprenticeship in August 2016 in London with one of the big four accountancy firms. I am really enjoying it. Most of the first months were used for training, but I have already worked on four clients, which is great. It’s nice having different teams for each assignment because I get to meet new people and learn new things. It’s not all work though, there have been several organised social events, the best was the Christmas party. Now that I’m here, the hard work I had to put in seems beyond worth it.’

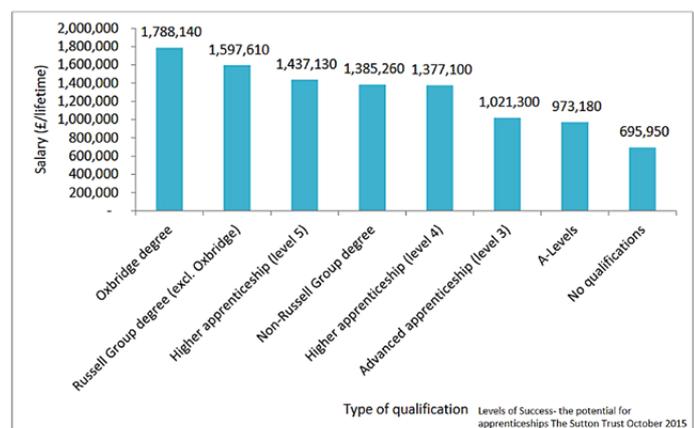
When I said that I wanted to try for an apprenticeship in accountancy instead of going down the traditional university route, it was met with some scepticism and resistance – from my parents, my teachers and my peers. An apprenticeship was seen as a lesser opportunity compared to university. In my case I felt like it was the exact opposite because I knew what I wanted to do and an apprenticeship is a great way to get there. I can be a fully qualified chartered accountant (ACA) in four years (two years faster than if I went to university and joined a graduate scheme). It was difficult balancing the full interview and selection process with studying for my A-Levels, but it feels worth it. This apprenticeship is a fantastic opportunity and the best and fastest way to achieve my goal of becoming a chartered accountant.’

Many of the parents, teachers and peers Emily mentions don’t realise quite how competitive the school leaver programmes can be. At Deloitte, for example, there are only two hundred places available each year on the ‘Bright Start Programme’, aimed at school leavers. Successfully navigating the recruitment process for this kind of programme includes online application, online tests, assessment centre and one-to-one interviews. Any student getting an offer after six or seven points of elimination should be commended as highly as a student gaining a place to study economics at LSE – *Which?* University statistics estimate that the success rate in getting a place on this programme was 17%. These highly respected and highly selective programmes are described by The Times newspaper as ‘elite apprenticeships’ and often lead to higher qualifications as part of the programme.

What about longer term career prospects? University prospectuses focus on employability ratings and the salary

expectations of their graduates. Much of the research to date considers the impact of university degrees on the life cycle of earnings. Less is known about how this will be affected by the introduction of the Apprenticeship Levy and subsequent changes to recruitment patterns. It is perfectly feasible to imagine students who graduate from school leaver programmes managing their peers who chose the university route in just a few years’ time. Moreover, research by the Sutton Trust highlights how lifetime earnings for young people studying Higher Apprenticeships outpace those for students studying at non-Russell Group universities.

Figure 4: Average lifetime earnings by type of qualification, overall⁵⁶



Schools like those in the GDST were established to educate young people and prepare them for a very different tertiary landscape and labour market. Significantly, many of the skills and dispositions central to a liberal education remain highly relevant to a range of new jobs: but continuing to insist that academic study at a university is the only option for bright students effectively restricts opportunities. We prepare girls who are open-minded, well aware of the full range of options, and equipped with the skills to take advantage of the many and varied routes into a happy and fulfilling career.

In the words of our Chief Executive, Cheryl Giovannoni, ‘there are more choices than ever open to young women, and we’re determined to equip the girls in our schools with the knowledge and the skills to take full advantage of them, to realise their potential and make a meaningful difference in the world.’

Karen Kimura is Learning & Development Manager at the Girls’ Day School Trust



Planning for the future

Jon Grantham believes the time is right

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

Governors, Head Teachers and Bursars are ambitious, rightly seeking to provide an excellent education for all pupils in high quality buildings and surroundings. This creates a demand for new buildings and facilities which can be marketed as being in the vanguard of innovative learning. Similarly, there is a requirement to maintain important historic buildings, which so often feature prominently in schools' promotional literature and images.

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

The most effective way of overcoming planning issues of this sort is a school masterplan. These are simple documents which give expression to the aspirations of a school, showing what type of development is required, where it should be located, when and why it is needed.

Royal Russell School faced many of these issues a few years ago when it embarked on a significant series of developments aimed at enhancing provision for performing arts, dining,

outdoor sport and residential accommodation. LUC has worked with the school to help bring these projects to fruition. The new performing arts centre, dining and sports facilities are already in use, and two new residential houses will follow in September this year.

The ambitious programme of completed development is the result of a clear masterplan, formulated by the senior management team at the school, assisted by its professional advisers. Although simple in conception, the masterplan sets out the sequence of development required to fulfil the school's ambitions, so it is easily understood by the local planning authority, in this case Croydon Council. The entire school estate is within London's Green Belt where there is a presumption against what is defined as 'inappropriate development', unless 'very special circumstances' can be demonstrated. In practice inappropriate development is anything that is not ancillary to outdoor sport and recreation.

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

An emphasis on widening choice for parents in education is another important aspect of the NPPF and independent schools are a key ingredient in the mix. Virtue should be made of this. Local planning authorities analyse trends in demographics and social change, and formulate plans to



Royal Russell School

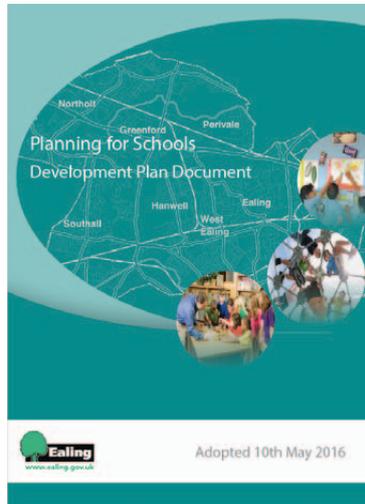
There is a positive planning climate within which independent schools can bring forward development schemes, but the rush to create new places and expand choice in education should not come at the expense of quality in design.

meet the development needs which arise. Across the country, councils are having to deal with the pressure on school places and this provides an excellent opportunity for schools to help shape these plans, paving the way for new development projects. Ealing Council has been in the vanguard of planning for school places, taking a proactive approach to new school place provision and choice through its Planning for Schools Development Planning Document (DPD), adopted in May 2016. A DPD is a formally recognised planning document which establishes a council's approach to providing primary and secondary school places and helps to identify sites which may be suitable for providing them, whether by extension to existing schools or on new sites. This creates a positive planning environment within which schools of all types can bring forward development projects which increase numbers. Numerous planning authorities have embarked on similar initiatives, and it is very important to influence these policy documents as they come to fruition.

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

One particular aspect of design that resonates in many schools is respect for the historic environment. Schools are the custodians of a rich heritage, keeping buildings and grounds in good fettle for future generations. Alongside places and choice, the NPPF states that local planning authorities *should recognise that heritage assets are an irreplaceable resource and conserve them in a manner appropriate to their significance*. While local planning authorities should not attempt to impose architectural styles or particular tastes nor stifle innovation, originality or initiative, they should seek to promote or reinforce local distinctiveness, to which the natural, built and historic environment form the backdrop.

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



LUC has been planning adviser to Chigwell School in Essex for over a decade. The school is the centrepiece of Chigwell Village Conservation Area which was designated in recognition of the survival of a coherent and harmonious group of historic buildings with fabric dating from the 12th century to the 19th century and the School dining room lies within its curtilage. In 2016, the school embarked on its latest project. Having successfully built new sports and grounds maintenance facilities, a new pre-prep school and a new V11th form centre, there was a pressing need to increase dining capacity. The preferred option is a modern extension to the existing dining hall, which occupies a site in the most sensitive part of the grounds, lying as it does within the

curtilage of the original core building, a Grade II* listed building and designated heritage asset of the highest significance,

LUC, working with Ed Toovey Architects, undertook extensive pre-application consultation with Epping Forest District Council's Conservation Officer and Historic England, the Government's statutory adviser on heritage, during the site selection process and subsequent design. This ensured that Historic England supported the scheme when it was considered by the planning committee in January this year. It was judged that the new extension struck the right balance between being an architectural statement in its own right while fully respecting the sensitive historic environment within which it sits. The dining hall extension is due to be built this summer.

In my experience, the days when Councils were hostile to the aspirations of independent schools are drawing to a close. If time and effort is spent explaining the nature of educational provision, and especially demonstrating why new development is required, successful planning applications usually follow. While the system is not perfect and is increasingly hampered by lack of staff due to funding shortages, its *raison d'être* is to allow the right development in the right place. If schemes are well thought through, supported by sufficient evidence, and well presented, they generally receive planning consent. The importance placed on planning for choice in school places by the Government in the NPPF adds another layer of encouragement for those considering the next stage of development at their school. The time is right to press ahead with your scheme.

Jon Grantham MRTPI, is Director of Planning at LUC. With over 30 years' experience in planning, Jon has guided many independent schools through the planning process to enable them to build new facilities. He is currently working on major projects for Wycombe Abbey, Benenden, Chigwell, King Edward's Birmingham, Godolphin and Latymer, Ewell Castle and Dulwich College.

Going the extra mile

Malcolm Tozer reviews the school backgrounds of members of Team GB for the summer Olympic Games of 2016 at Rio de Janeiro

The presence of privately educated sportsmen and sportswomen in Team GB, the Olympic representatives of Great Britain and Northern Ireland, continued to be as newsworthy and politically contentious before, during and after the Rio de Janeiro Olympic Games of 2016 as it had been four years earlier in London, but the tone of the observations and comments had changed. In 2012 there was the subliminal suggestion that private independent schools were hogging the sporting limelight and the outright complaint that state schools were not pulling their weight: by 2016, however, both stances had softened. Independent schools were now congratulated on their continued achievements and state schools were lauded for their greater contribution to the nation's glory. Team GB won two more medals in Rio than in London and lifted its position in the medal table from third to second, overtaking China, but still well behind the USA.

Sir Peter Lampl, Chairman of the Sutton Trust – a ‘do tank’ that manages, develops and evaluates programmes to address educational inequality – reflected the new mood in a press release. ‘The success of Team GB in Rio has been a national triumph. It’s been fantastic to see a growing number of our national heroes coming from comprehensive and other state schools. But alumni of private schools are still over-represented

among our medallists. Although some state schools have improved support for competitive sport over the last decade, they’re still more likely to benefit from ample time set aside for sport, excellent sporting facilities and highly qualified coaches’. Matt Dickinson, Chief Sports Writer at *The Times* was pithier. ‘No one can dispute that Team GB are remarkably successful. But there is a debate to be had over whether they are too posh, too privileged, and too white.’ His sub-editor coined the eye-catching headline, ‘*Golds galore but are Team GB too posh?*’

The number of privately educated members of Team GB steadily increased from 41 to 94 between 2000 and 2012, and then dipped to 85 in 2016. However, as Team GB for Rio was much smaller than that for London, the independent school contribution increased from 17.3% to 23.4%. The total for the five Games was 347, or 19.4% – one-fifth rather than the oft-quoted fraction of one-third. As around 7% of the total British school population is educated privately, the figure of 19.4% in Team GB lends support to the assertion that independent schools punch well above their weight in Olympic sports. However, since most pupils in independent schools stay on in full-time education until the age of 18, it might be more appropriate to compare that 19.4% with the percentage of the total school population over the age of 16 who are educated in independent schools.



Great Britain's women's hockey team celebrate their success at the 2016 Rio Olympics

That figure is 18%. The Team GB percentage is just above that value for three Games and just below in the other two, which perhaps suggests that independent schools win their fair share of places – and no more.

Most observers will judge success in the Olympic Games by the number of gold, silver and bronze medals won. The total number of medals won by members of Team GB rises steadily from 48 at Sydney in 2000 to 130 at Rio in 2016, although it must be remembered that each member of medal-winning groups, for example relay squads in athletics and teams in hockey, receives a medal. Team members who had not been educated at independent schools saw their total increase from 32 in Sydney to 67 in London, and then leap to 85 in Rio. Their privately educated teammates increased their total from 16 in Sydney to 45 in London, but then it dipped to 42 in Rio. In percentage terms, however, the independent school total remains steady, 47.9% in London and 49.4% in Rio, whilst the state school total more than doubles, from 15.0% to 32.0%. Although state schools have improved their contribution since London, the reduced team numbers and the higher selection criteria are the main factors that boosted performance. Team GB at Rio was much more efficient than its London predecessor.

British independent schools produced 21 Olympic champions at Rio and 66 overall in the period 2000–2016. Most notable amongst them are: Ben Ainslie (sailing), who won gold in four Games; Chris Hoy (cycling), who won six golds over three Games; and Andrew Triggs Hodge (rowing), who won golds in 2008, 2012 and 2016. British state schools produced 57 Olympic champions at Rio, their best performance of the five 21st century Games. There were four multiple champions: Jason Kenny (cycling) with three gold medals, and Mo Farah (athletics), Laura Trott (cycling) and Max Whitlock (gymnastics) with two each. In terms of gold medals, team members from British independent schools and British state schools performed equally brilliantly at a bumper Games.

That Team GB won more medals in Rio than in London, and lifted its position in the medal table from third to second, was indeed a national triumph, as Sir Peter Lampl has said. He is also right to draw attention to the fact that the biggest heroes of the Games – Jason Kenny, Mo Farah, Laura Trott and Max Whitlock – were all educated at state schools. They will surely inspire the next generation. But, since the one-quarter of Team GB who were educated at independent schools won one-third of the medals, his call to state schools to do more to support competitive sport is valid. And, he might have added, particularly so for girls.

How do things look from Matt Dickinson's standpoint? 'Too posh' and 'too privileged' *ie* too many from independent schools? Perhaps, but their increased contribution to the success of Team GB at Rio was largely as a result of a drop in state school numbers boosting the independent school proportion. In particular, the culling of unsuccessful sports and the raising of the selection criteria after London had a negligible effect on the number of privately educated competitors selected for Rio.

That leaves 'too white'. Information from the Independent Schools Council's 2016 census shows that 70% of pupils at independent schools in Britain are classed as 'White British'. Analysis by the Department for Education, published in January 2015, records that 'White British' children represent 70% of primary school pupils in England and 74% of secondary pupils. It seems that the 'White British' percentage at independent



schools matches the national one. In addition, as it is highly unlikely that pupils from ethnic minorities are excluded from sport, independent schools are doing their bit to boost ethnic minority representation in Team GB.

In 2013, I wrote an essay entitled 'One of the Worst Statistics in British Sport, and Wholly Unacceptable': The Contribution of Privately Educated Members of Team GB to the Summer Olympic Games, 2000–2012, which was published in *The International Journal of the History of Sport*. In closing, I asked what enabled privately educated members of Team GB to make such a significant contribution at the quadrennial Olympic Games. Was it the time allocated to physical education and sport in the curricular and extra-curricular timetables of independent schools? Was it the provision of sports centres and playing-fields? Was it that boys and girls are equally willing to play sport? Was it the parental demand that all pupils should be offered the chance to compete in school teams? Was it the contribution of teachers and coaches? Was it the sporting tradition maintained by governors and head teachers? Was it the expectation of high achievement, or the regular competition and co-operation amongst pupils, or the collective 'you can do it' philosophy? Or was it a combination of some or all of these?

In May 2013, I sent a copy to Sir Michael Wilshaw, Her Majesty's Chief Inspector of Education, Children's Services and Skills, which was promptly acknowledged. At about the same time, Sir Michael commissioned a survey to compare the provision of sport at state and independent schools and the findings were published on 20 June 2014. In a section of the report titled 'How do successful maintained schools and academies match the independent sector?', two head teachers shared the secrets of their success. The first reported: 'Sport is part of our culture of 'going the extra mile' in order to provide additional opportunities for students, hence staff volunteer to help. Coaches are paid for their work, but teaching staff are not, regarding volunteering their time as part of the education of the whole person.' The second added: 'Staff see volunteering to provide competitive sport as part of their profession. They are highly committed.'

The report was given the title 'Going the extra mile: excellence in competitive school sport'.

Malcolm Tozer is the editor of Physical Education and Sport in Independent Schools, a collection of essays published by John Catt



How does Woldingham square a circle?

Caroline Treacy describes a school where variety thrives

Woldingham School pupils, Olivia (Y11) and Sophie Foster (Y9), were leading competitors in two major skiing events in the Austrian Alps, where they raced at the Ambition Championships and Evolution Speed series in Super G and Super Combined races. Olivia won the U16 Super Combined title and Sophie the U14 Super G and the U14 Super Combined title. Sophie was the overall winner of the speed series, having collected maximum points in every single race, and between them the sisters won 14 medals, 11 of which were gold.

These results qualified both girls for Team GB at the International Races in Andorra in February, at which 23 countries and 250 athletes competed. Of the 12 medals won by Team GB, Olivia and Sophie won five, and Team GB was awarded 2nd place in the competition overall, its best ever performance at an international junior race.

Our skiers are not the only pupils to achieve representative honours. Charlotte Alexander (Y10) excels at cross country, which last year culminated in her selection for the England squad. She is ranked 3rd at U17 for the 1500m (indoors) at the age of just 15. In January she became South of England Champion in the U15 juniors, representing Herne Hill Harriers (and dubbed 'Alexander the Great' on the club website). Charlotte went on to win silver in the U15 National Cross Country Championships and will now compete at the English Schools' Nationals.

She is one of a number of pupils finding a way to balance a tough training schedule alongside her academic commitments. Woldingham is a selective school, fostering academic endeavour and consistently delivering outstanding examination results. Leavers' destinations are predominantly Russell Group and Oxbridge, so how do we support these sportswomen to make

sure that they also achieve academically? The answer is not complex and it stems from the school's ethos and people.

Firstly, it's a question of values. Woldingham is a tight knit community, but we are very much a community of individuals with different skills and passions. We are fiercely proud that our pupils have a broad, often eclectic, range of interests. Each of our girls is fully supported, whatever their chosen field should be, because we value the commitment, resilience and sheer enjoyment this affords. A former pupil explains 'If you are academic, sporty, musical or artistic, Woldingham will ensure you excel, becoming the individual you want to be.' This is endorsed by Mrs Foster: 'Woldingham makes the girls feel special. They are always told how proud the school are of them and they are encouraged and supported.'

We have girls who play hockey and netball and have been on various county and regional pathways, but we also have gymnasts, swimmers, athletes and cross country runners, lacrosse players, fencers and golfers – not to mention our skiers! We recognise the breadth of opportunities available in sport and we want our girls to seize these chances.

Secondly, we choose to be a flexible school and acknowledge that these elite athletes will inevitably have time out to train and compete. We allow them this time and set work for them to do alongside their training sessions to make sure that they don't fall behind. Sophie and Olivia train for over 11 weeks of the year in Austria and rely on their teachers to provide them with all the necessary work, relevant text book pages and a detailed timetable. On their return to school we offer a host of one to one sessions should they feel they need to catch up on any areas or revisit topics that they don't understand. Olivia and Sophie's mother comments: 'The teachers are hugely supportive. The



Woldingham School, Marden Park

Charlotte Alexander



girls create a large amount of extra work for them but they never complain. Work is always set in advance and detailed instructions and planning information given. The Woldingham teachers are fantastic at making themselves available by phone or email. This requires a huge amount of extra planning by staff but their time is given readily. This is absolutely essential for the girls. Without this they would not be able to balance all their sporting and academic commitments.'

Charlotte Alexander's mother agrees. 'Our daughter is currently fulfilling a long term goal of representing her country in England athletics and this has been facilitated by the dedication of the staff team who afford her flexibility, support and encouragement. They enable her to balance her commitment to her rigorous training programme with her academic life, where she is also excelling.'

In this respect we treat our young athletes just as we do any of our pupils who need support, as and when circumstances dictate. Our teachers expect and want to go the extra mile to make sure our girls are fulfilling their potential and are happy in the process. This attitude obviously depends on the teachers here and it extends to every individual in the community. A parent of one our girls comments, 'The teaching staff are attuned to finding out each girl's individuality, how they cope under pressure, what motivates them and what inspires them.'

Hard work and prioritising are key to the success of any individual, but for the elite young athlete the demand is even greater. When talking with a parent about our scholarship programme, I was surprised to hear that another school had suggested that if their daughter was a scholar she would be expected to represent the school as her number one priority. I felt that this was a little short-sighted and wasn't in the best interest of the girl in question. Why would I expect her to play for the school's hockey team above competing for GB? Yes of

course I would want her playing for the school, but not at the expense of her own personal sports goals. Charlotte, Sophie and Olivia do all regularly represent the school, but we allow them to prioritise national representation over school fixtures.

Our scholarship programme is about developing athletes to the very best of their ability. Scholars meet with their mentor frequently to discuss their goals and aspirations, to set themselves targets and work out how these are going to be achieved. Weekly Strength and Conditioning sessions ensure that injuries are avoided and overall stamina improved.

Resilience and coping with disappointment are also important as part of an athlete's mentoring programme and this is where the school's character education programme, *Thrive*, comes in. An athlete who can meet failure with resilience and who can balance academic and sporting commitments, is an athlete who will be achieving in every facet of life to her full potential.

And so, the answer to how Woldingham athletes combine academic endeavour with such high sporting aspirations is simple. We work together as a team to ensure that they receive support, mentoring and encouragement in both the academic and sporting fields. Our pastoral strength is embedded in the curriculum so that resilience becomes part of daily life. We place value on all of our pupils' passions, whatever they may be, and we recognise that to represent your country, the school's sport team might sometimes need to take second priority. Our parents sum this up well. 'What makes Woldingham stand out for us is its commitment to the individual and that individual's particular interests or talents, no matter what they might be. It truly is a 21st century school.'

Caroline Treacy has been Director of Sport at Woldingham since 2015. Her own major sport is Netball which she has played and coached at the top levels.

Olivia and Sophie Foster





Instilling 'Yorkshire Grit'

Charles Ellison drills down into the formative bedrock of education

Departure from my native Yorkshire for university in a previous millennium was carried out with carefree abandon and led to a blessed career to date within educational roles across the UK and abroad, but never back home in God's Own Country. The chance of a first headship on the Yorkshire coast at Scarborough College was therefore an enticing one.

Over the years, assimilating within the professional and cultural nuances of such contrasting locations as Madrid and Pangbourne, Nairobi and Guildford, one begins to tune in a little more consciously to how the surroundings, local societal norms and customs and, above all, attitudes, affect the ways in which children develop and learn. Thus, as a product myself, I was immediately struck by the obvious differences within my new northern context and situation. Parents seemed very straight-talking (brutally so on occasion!); children seemed hardy; materialism seemed a little less evident. There were plenty of exceptions to this rule, but on the whole I could sense levels of natural resilience, toughness, geographical connection, strength of character and determination that I hadn't experienced to the same degree in other locations. Acknowledging this publicly seemed akin to stereotyping, but it couldn't be ignored. Instead, it excited me. Aren't these the very attributes we independent schools are famous for, that every

school desires from its experience and every parent from their investment? Why aren't we making the most of this positive genetic predisposition and how do we promote and nurture it further – especially amongst our non-Yorkshire boarders who hail from no less than 21 separate countries?

And so the *Yorkshire Grit* course was born. The term derives from the sandstone of the area that has throughout time been used for grinding corn and for building houses and unforgiving factories. Its solidity, permanency and immovability have become synonymous with the character of Yorkshire folk. Harsh winters, economic depressions, tough social conditions and the oppression of workers in the factories and mines of the area, have instilled this grit steadily over centuries. The caricature of the tough, plain-speaking Yorkshireman is known by all.

Yorkshire Grit involves pupils being taken off-timetable for a whole afternoon every week to engage in environments that will extend them beyond their comfort zones, will test their nerve, and challenge them both mentally and physically. The research into the importance of grit to achievement in education is well-documented, so making it a timetabled lesson seemed very natural. Pupils spend their afternoons building rafts to sail across lakes, learning to surf in the North Sea, rock climbing, kick-boxing, being put through boot camps





and being made to understand how to cope when the elements become extreme. They are even thrown into public speaking, that environment feared most by all pupils it would seem. With the beautiful coastline on our doorstep and the North York Moors and Yorkshire Wolds at our backdoor, we are not short of inspiring external classrooms. It's simply a case of exposing our children to the natural phenomena that created the values and virtues of their forefathers. These challenges are tempered by concurrent courses in mindfulness, stress-management and

well-being to ensure our children better understand the rapidly changing world around them, whilst allowing their innate Yorkshire Grit attributes to evolve. We are arming them to cope with the strains of a world that looks very different to the one I left behind when I finished my own Yorkshire education.

It is all too easy to apply a blueprint educational experience – be it prep, senior, boarding or day – based on that which is going on in other schools, but ultimately I feel sure that for pupils to grow and develop as fully as possible, they need to be in tune with the society and culture in which they learn on a day-to-day basis. A globalised world demands the attributes of cultural understanding and empathy. Furthermore, as the world races on at an ever-increasing pace, it seems more and more important that all children should have strong roots to help them to remain upstanding when life throws its worst in their direction.

Beyond the countless benefits this latest addition to our timetable has provided for our pupils, it has also established very firmly what is most important to us as a school: that pupils leave us judged on the people they have become during their time under our care and not simply on the certificates they hold in their hands.

Charles Ellison is Headmaster of Scarborough College and has previously taught at Princethorpe College, Hillcrest School (Nairobi), RGS Guildford, Pangbourne College and King's College (Madrid)





Exempt?

John Allen advises a degree of self-assessment

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present parliament assembled, and by the authority of the same, as follows reads the grand opening paragraph of the Activity Centres (Young Persons' Safety) Act 1995, which arose from a Private Member's bill introduced by David Jamieson MP, following the Lyme Bay canoeing incident in March 1993 when four young people died whilst attending a private activity centre. The Act led to a new era of regulation and inspection of the outdoor industry in mainland UK, and, undoubtedly, to better and more consistent safety standards, overseen by the newly formed Adventure Activities Licensing Service (AALS), based in Cardiff.

The Act made clear from the start who had to be licensed to provide adventure activities to young people under 18 years old, and who didn't. Section 3.2 (b) of the regulations makes the position with regard to schools quite clear:

A person is not required to hold a licence in respect of facilities for adventure activities where those facilities are provided by an educational establishment to pupils of that establishment.



Happy days then, for schools and colleges, independent and state, up and down the land: schools which provide adventure activities to their own pupils are exempt from licensing. The only time a school should take any notice of activities licensing is when they arrange an outdoor residential with a commercial provider who should hold a licence. Or is it?

An increasing number of schools nowadays have begun to use the inspection framework of AALS as a way to self-assess their own practice, despite being exempt from licensing. This may be for a number of reasons. Perhaps foremost is the excellent reputation of AALS as an arbiter of what is best practice in the outdoors industry. Schools which mirror the standards set by AALS for centres can have a certain amount of reassurance that they have taken their duty of care seriously. For some time now, AALS has provided a self-assessment package, available to any outdoor provider, which makes it easy to use their inspection framework. This can be accessed online via the AALS web community on the Health and Safety Executive website.

The self-assessment package comes in the form of a questionnaire, and most people find it pretty helpful. It can

be worked through in one sitting or over a few weeks, and can be revisited every now and then. A good proportion of what it covers will probably seem self-evident to any competent teacher involved in the delivery of an outdoor programme in a school. In my experience, however, it is rare for anyone to go through the process without it raising some helpful questions about their provision. These questions usually help the school to add something to their mode of working which will make it safer, and sometimes better – the two often go hand in hand.

The questionnaire is laid out in three sections, starting with people. This section looks at your staff, their qualifications and experience, how they are deployed and how they are trained. It probably comes first because it is well recognised that the currency and competence of the staff leaders is a major contributor to the success of outdoor activities.

The second section looks at your procedures, starting with written operating procedures, and for lots of schools they will form part of the school's trips policy. This section highlights written risk assessment, emergency procedures, bad weather alternatives, what happens when groups are overdue, and how staff who are working on their own are protected. When I first used the package in the late nineties (it was a booklet back then, not online), this was the most helpful section, the one which threw up most issues, and the one which pointed the way to good solutions to those issues.

The final section deals with activities and equipment. It covers equipment suitability and maintenance, and areas like hired equipment and the use of an activity leader's personal equipment. First Aid kits are also covered here.

At IndependentOutdoor we are keen to promote best practice in outdoor pursuits in independent schools in the UK and overseas. We organise training events and conferences for schools promoting good practice in outdoor activities. This year's national conference is at Alleyns School on Monday 20th November 2017. The conference theme is 'Exempt' and, with the help of some tame AALS inspectors, we will 'inspect' the outdoor programme of three independent schools who have volunteered their staff and paperwork for very public scrutiny. The aim of the day is for delegates to come away with assurance that at least some of their house is in order, and with two or three areas identified for improvement.

John Allen is Head of Outdoor Pursuits at Birkdale School and part of the team leading IndependentOutdoor

For more information or to book a place at the Conference, visit www.independentoutdoor.org.uk and navigate to the Conference 2017 page.

To find the self-assessment package, visit the AALS web community on the Health and Safety Executive website: webcommunities.hse.gov.uk/connect.ti/adventureactivitiesnetwork/groupHome



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That's Hobbs without an e

John Taylor reports on Cranleigh's Philosophy Conference

Philosophy belongs within education. But we could also say that education belongs within philosophy. Education isn't just a means to a better job; it is a preparation for life itself. And, since life throws all sorts of philosophical challenges at us, if we are serious about preparing young people for life, philosophy has to be part of what we offer them. Philosophy and education come together when we seek to understand as deeply as possible and to think as clearly as possible. Philosophy underpins all that we know. It is right there beneath the surface of every question we ask our students. If we want them to think more deeply, we have to take them on a journey into philosophy.

So why teach philosophy was the question posed to over 100 teachers and other delegates and answered with graceful eloquence by the first of the conference's keynote speakers, Professor Anthony Grayling, Master of the New College of the Humanities. He took as his starting point the fact that philosophy teaches us to think. Philosophy is a position that enables us to see broadly across the landscape of thought. Studying philosophy means accepting the Socratic invitation to live the chosen life; to choose to reflect on what one does so that the life one lives will be one's own. This is potentially quite subversive: the vast majority of human beings throughout human history have been told there is one way to live. The Socratic way of thinking says there are many ways to live. In teaching philosophy, we are asking people to take charge of their lives and choices.

As Professor Grayling notes, teaching like this involves a challenge to an ossified society. This was a point picked up by the second keynote speaker, Angie Hobbs, Professor of the Public Understanding of Philosophy at the University of Sheffield, in a lucid and powerful exploration of political philosophy. Speaking on the theme of 'Bringing philosophy to life', Professor Hobbs began by noting that in current discussions many words have been tossed around which cry out for philosophical analysis: sovereignty, nationalism, patriotism, populism, identity, representation, will, control. Debate about

AC Grayling, Angie Hobbs and John Taylor are in the centre of the picture



such concepts works well in secondary schools and some of the issues can be addressed imaginatively in primary schools.

We speak of rule by 'the people' – but who are they? Equivalences between 'the people' as a whole and a sub-section of the electorate are dangerous, implying that those who didn't vote aren't persons. Moreover, who are the majority? A clear majority one day might have changed the next. These concepts are rich with philosophical complexity. Professor Hobbs proposed that the all-important concept of 'rule' needs to be seen as much more than simply a ballot. The intellectual foundations of liberal democracy suggest that it works through an on-going conversation. We are all individual separate persons: we all have a right to have our voices heard. But, as Plato noted, choices should be accurately informed, not unreflective, ill-informed whims. Hence there is a vital role for education in providing foundations for liberal democracy and central to this is education in philosophy, which invites students to consider what a flourishing individual and communal life might look like. Philosophy in schools is the best, most inclusive way of bringing students together.

We are all individual separate persons: we all have a right to have our voices heard. But, as Plato noted, choices should be accurately informed, not unreflective, ill-informed whims.

Having been challenged by both speakers to explore philosophy with as wide an horizon as possible, delegates moved into workshops under the expert guidance of leaders from SAPERE, The Philosophy Foundation and the A Level Philosophy company. The plenary session of the conference contained an update on the proposed new Philosophy GCSE and the first public discussion of possible subject content, as well as discussion of the use of the Higher Project Qualification as a vehicle for philosophical inquiry. Exciting opportunities lie in store for schools looking to embrace the rich tradition of Socratic philosophical education.

Dr John Taylor is Assistant Head (Learning, Teaching and Innovation) at Cranleigh School

For conference presentations see www.cranleigh.org/our-school/academics/resources/cranleigh-training/school-philosophy-conference/

For details of the proposed philosophy GCSE see philosophyineducationproject.org/



But they'll never replace hairdressers

Kevin Stannard reviews

The Future of the Professions: How technology will transform the work of human experts by Richard Susskind and Daniel Susskind

Published by Oxford University Press, February 2017

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It is by now a commonplace that our students might find themselves in jobs that have yet to be invented. The obverse is less commonly contemplated: are we preparing them for professions that might soon no longer exist? Susskind *père et fils* argue that, 'Our current educational systems ... continue to focus on teaching our students to undertake tasks for which machines are better suited'.

Their thesis is that the professions cannot survive in their present form. Inevitably and inexorably, lawyers, doctors and accountants will go the way of mercers, cordwainers and tallow chandlers.

There is a fork in the road leading to two possible digitally-dominated futures. Ahead might be a more efficient version of what we have today. Alternatively, and much more likely, we face a replacement of professional roles by increasingly capable silicon-based systems. There will be a steady decline in the need for 'flesh and blood professionals'.

The prognosis is persuasive. The book describes how the first wave of the AI (Artificial Intelligence) revolution peaked in the 1980s, and then seemed to stall. Early efforts involved taking expert knowledge and codifying it to simulate human thought processes. Despite early success in creating computer applications to solve specific legal, tax and auditing problems and offer advice at the standard of a human expert, it didn't seem to catch on.

More powerful computers and the Internet changed the game. Complex simulations of problem-solving and reasoning ('expert systems') gave way to systems designed to process unstructured data – employing brute electronic force and massive storage capacity to solve problems. People could have their questions answered through checklists, flowcharts and Frequently Asked Questions. The Internet plus social media facilitated the spontaneous creation of a 'commons of practical expertise'.

Forget robots. The fundamental impact on professions will come, it appears, from the forces we see in action already: automation, routinization and decomposition of tasks. This is a shift from 'craft', through 'systemization' to 'commons'. Thus will Keynesian technological unemployment hit the learned professions. The unsettling question is why we are still training people to undertake work that can be done just as well by a combination of lay people, para-professionals and machines.

This is a technological (not to say teleological) prognosis,

but it is underpinned by a moral imperative. The model of professions regulating access to expertise fits a world that is fast disappearing. As we move to a 'technology-based Internet society', the shortcomings become ever clearer: what we have is expensive, antiquated, and opaque, with expertise available only to a few. Privileged professions begin to look more like Spanish practices. Democratising expertise will inevitably entail dismantling the bastions of professional privilege.

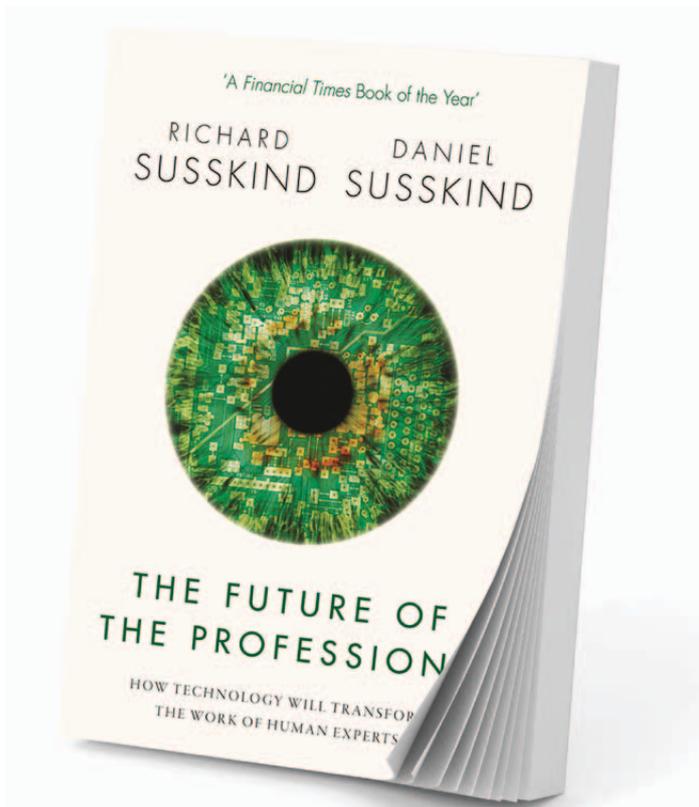
The professions under scrutiny in this book have had a year in which to digest the bad tidings, and their responses accompany the publication of the paperback edition. Lawyers have been mostly conservative; journalists appear to be resigned. Doctors are viscerally dismissive of the views of non-medicos; architects are enthused. Management consultants see greater need for change in other professions than in their own. Teachers have been either sceptical or evangelical.

Should we worry about the loss of authority and trust, those attributes that underpin the professions? The authors retort that not all qualified professionals currently abide by their oaths, and point out that the Solicitors Regulation Authority has 400 full-time staff handling complaints and allegations of professional misconduct. That could, of course, be read both ways.

To the criticism that they are endorsing a shift from 'professional' to 'market' norms, and endorsing the 'commoditization' of professional services, the authors assert that this line of argument might apply to the trade in human organs, but not to legal or other expertise. Concerns about market failure or asymmetries in purchasing power are trumped by the appeal of democratised information and expertise.

However, information and expertise are not the same thing. The latter has taken a hammering in recent years. 'Espertofobia' (neologism alert) was fuelled by, among other things, economists' collective failure to foresee the financial meltdown ten years ago. Michael Gove asserted during the referendum campaign that, 'people in this country have had enough of experts', and appeared to be speaking for England: a survey by Ipsos MORI found that people trust clergy, civil servants and lawyers less than they trust hairdressers.

The undermining of expertise owes a lot to social media. Andrew Keen¹ complains that in the blogosphere expert opinion is given no more weight than the opinions of unqualified enthusiasts. Compare and contrast the use of expert witness testimony in the Lipstadt libel trial (recently dramatized in the



film *Denial*) with the explosion of holocaust denial on social media. ‘Fake news’ was not invented by the Internet, but it has given it an amplifier.

The case-studies of particular professions in the book are rather disappointing. The main evidence consists of assertions that, for example, the medical professions are threatened by direct access to expertise online. The gist is that in each of the professions, ‘gatekeepers are being bypassed’. Anyone who has sat in a consultation with a doctor while she performs a Google search might think that there is indeed scope to cut out the middle man.

Educators might approach this book with two overlapping interests. First, as members of one of the professional groups threatened by imminent digital demise; and second, as the cadre of experts to whom falls the task of preparing young people for the transformed careers landscape.

According to the authors, methods of education haven’t changed much for centuries – a small group of students gathered together, with a teacher delivering ‘live broadcasts’, each roughly the same length and pace, from a fairly rigid curriculum. In this arrangement, the teacher transmits knowledge and one size has to fit all. They argue that this works only when resources are plentiful, teachers talented and students bright.

The problem of uneven and unequal provision is beginning to be addressed, they argue, through online platforms including VLEs, plus Khan Academy, Google for Education, MOOCs, and proliferating education apps. These all help increase access to excellent teaching. The authors point out that more people signed up for Harvard’s online courses in a single year, than have attended the actual university in its entire three hundred and seventy-seven of existence.

Schools in the USA are cited as having pioneered a new type

of ‘hybrid’ learning, with 25% of time spent on online platforms which use individual performance data to tailor content, approach and pace to the individual’s needs. ‘Adaptive learning systems’ seek to replicate the advantages of one-to-one tutoring, and not just enhance the traditional class-based learning model. An explosion of new roles is predicted – education software designers, content curators and data miners. These developments pose a challenge to the historical monopoly of traditional teachers, tutors and lecturers.

This is where the ‘Who needs teachers when we’ve got Google?’ argument runs aground. Conflating secondary and higher education, it assumes that the same challenges arise in both sectors, and that the same solutions apply. The book cites with approval Michael Barber’s essay on the avalanche awaiting HE². Barber predicts that globalisation and new technologies will undermine the monopoly position of universities, squeezed between escalating costs, competition from private research foundations, increasing numbers of non-university awarders of degrees, and the growth of MOOCs.

Within the academy, Barber’s approach has been contested – his essay was called ‘an advertorial for for-profit higher education’³. It cannot be mapped simply onto secondary education. Unevenness in quality of instruction is stark and needs addressing; and standards can be raised through hybrid instructional models, adaptive learning technology, and the harnessing of social media to enhance access to experts. Wherever the didactic, one-size-fits all model survives, it will of course be threatened by anything, technological or not, offering attention to individuals’ learning needs.

Universities are certainly being threatened by alternatives that can deliver lecture courses more cost-effectively. But it’s not clear what can replace (rather than enhance) the personal interaction between teacher and student, and collaboration between students, that characterise effective education. The deliverologists’ formula falls prey to the fallacy that educational institutions exist simply to transmit information as efficiently and cheaply as possible. Yet education aims to be transformative, not transmissive. With a pastoral as much as an academic focus, membership of a school community confers more than just information or even expertise. The school’s role goes well beyond the propaedeutic.

The limitations of digital delivery, and the non-substitutability of some of the most important aspects of face-to-face educational encounters, are highlighted engagingly in what should be the companion volume to the one under review – David Sax’s *The Revenge of Analog: Real things and why they matter*⁴.

Kevin Stannard is Director of Innovation and Learning at the Girls’ Day School Trust

- 1 Keen, A. (2008) *The Cult of the Amateur: How blogs, Myspace, YouTube and the rest of today’s user-generated media are killing our culture and economy*. London: Nicholas Brealey
- 2 www.ippr.org/files/images/media/files/publication/2013/04/avalanche-is-coming_Mar2013_10432.pdf?noredirect=1
- 3 publicuniversity.org.uk/2013/03/14/unbundling-the-university/
- 4 Sax, D. (2016) *The Revenge of Analog: Real things and why they matter*. New York: PublicAffairs

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The Inspector General

David Warnes reviews

*What Matters Most –
Selected pieces by Chris Woodhead*

Edited by Christine Woodhead

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Those whose teaching careers began when Margaret Thatcher was Secretary of State for Education and ended weeks after Ed Balls was replaced by Michael Gove in that post, might struggle to name any of Her Majesty's Inspectors of Schools during the first half of that period. With the advent of Ofsted, established in 1992, and the appointment of Chris Woodhead as its head in 1994, that changed. He became one of the most controversial figures in recent educational history, lauded by those who shared his commitment to traditional standards and opposed by those who felt that he was unfairly critical of maintained schools. His comment that there were 15,000 incompetent teachers angered many in the profession because it seemed to be a figure plucked from thin air. Woodhead returned to this assertion in 2009, in a newspaper article reproduced in *What Matters Most*. Age had not withered his tendency to sweeping generalization.

'However, if you talk to any teacher in private they will tell you that the figure of 15,000, which was 4.8% of the teaching profession in the mid-1990s, is, if anything, an understatement now...Most headteachers are extremely reluctant to confront teachers who cannot or will not cope.'

That article is reproduced in *What matters most*, a memorial volume compiled by Sir Chris Woodhead's widow and published by the University of Buckingham, where he was Professor of Education. This selection of his writings suggests that Woodhead had at least four voices. The first was that of a man who concluded that the move to comprehensive education in the late 1960s and 1970s had been a mistake, and that a return to selective education was the key to increased social mobility. Writing of his own secondary education, at Wallington Grammar School, he tried to sidestep accusations of 'Golden Ageism' by including vile food, corporal punishment and mouldy showers in the picture he painted. Despite these drawbacks, he clearly felt that those really were the good old days.

'Time was not wasted on citizenship and personal, social, health education (PSHE) lessons. The understandings and values these pseudo-subjects now struggle to make explicit were embedded in the everyday fabric of the school, and were transmitted all the more effectively because of that.'

That extract is from a book, *A Desolation of Learning: Is*



Chris Woodhead

This the Education our Children Deserve?, published in 2009. Distance had clearly lent enchantment to the view, for it seems highly improbable that some of the issues that PSHE seeks to address, including respect for people of different sexual orientation to one's own, the unacceptability of bullying, or the perils of sexting were embedded into the everyday fabric of Wallington Grammar School or any other educational establishment of that era. Teachers need to respond to changes in society and culture. If *What Matters Most* has a flaw it is that it offers too much of this first voice and, in doing so, is a touch repetitious. Wallington Grammar School is revisited a number of times. Woodhead kept

some of the exercise books which he used there. They are more than once presented as evidence that marking was then more rigorous and more regular and that teachers' expectations were higher. The present reviewer also kept some exercise books for many years. They suggest that a top grade in A level History was attainable in the late 1960s by little more than diligently substantiated narrative. To achieve the same result in the early 1990s required skills and analytical insights of a significantly higher order.

Later in the same extract we hear a second voice, that of a passionately committed educator who wanted children to appreciate what is noblest, greatest and most demanding in their cultural heritage. He began by quoting from an essay by Iris Murdoch.

'Education is no longer seen as the road to freedom; it is seen as the road to a higher salary'. She thought that education in art and ideas and knowledge was that road to freedom. She knew it from her own life, just as I know it is from mine. By freedom I mean: an appreciation of what the greatest human beings have achieved; a sense of what other people in other ages knew to be important and possible; a liberation from the tyranny of the majority view; a release from the monotony of the quotidian. I want every child, every 'disadvantaged' child in particular, to walk as far as they can down that road to freedom.'

Amen to that. But whether the reintroduction of selection at 11+ and the promotion of parental choice by means of a voucher system and the expansion of the private sector, all strategies

which Woodhead advocated after his resignation from Ofsted in 2000, are effective ways of achieving that end remains open to question. The Robbins Report of 1963 found that only 2% of pupils from a skilled manual background were achieving university places, and only 1% of those from an unskilled or semi-skilled background. It is impossible to say how many village Hampdens and mute inglorious Miltons languished in secondary modern schools because they failed the 11+. Not to mention Newtons, for earlier this year the obituaries of Sir Peter Mansfield, who was awarded a Nobel Prize for his pioneering work in the field of MRI scanning having failed the 11+, served as a reminder of what a blunt instrument that examination was.

Rhetoric about vouchers and parental choice glosses over the fact that educational supply is relatively inelastic. It takes time and money to build new schools or to expand existing ones and, more importantly, the supply of gifted and effective teachers has never met the demand for them. Chris Woodhead understood that and was rightly vocal in demanding that they be recruited and properly trained.

Passionate commitment sometimes led to less than charitable statements. Of a summer school for teachers which he attended, Woodhead wrote:

‘My own contribution was, I have to confess, less sublime. I put my foot in it immediately. ‘The Tomlinson report into the future of 14-19 education,’ I thundered, ‘is an abomination, a tissue of assertion masquerading as an argument, a compendium of the most offensive educational clichés.’ Who was sitting at the back of the hall? My ex-colleague, Mike Tomlinson. Sadly, he declined the invitation to defend himself, preferring to gaze at the floor in sorrowful incredulity.’

It is difficult, reading that, not to sympathize with Tomlinson. The prose style of his report was indeed lamentable. Its underlying assumptions were, as Woodhead suggested, dull and utilitarian, as though the sole purpose of the final phase of secondary education was to give young people ‘the basic capabilities needed for success in adult life’. Yet Tomlinson proposed some changes, including the subdivision of the A grade at A level and a reduced emphasis on coursework, which have since been implemented and which were intended to make the assessment of academic subjects more rigorous.

Woodhead clearly relished being a bonny fighter, and saw himself as Athanasius contra mundum, though he had the ear of the Prince of Wales and Tony Blair. His c.v. suggests both restlessness and ambition. Seven years in secondary school teaching at three different schools was followed by a rapid ascent through the worlds of teacher training and LEA advising and then his appointment as Chief Executive of the School Curriculum and Assessment Authority in 1993. As Chief Inspector he was rarely out of the headlines and the parliamentary records testify to the impact that his actions and views had. An off the record response in 1999 to a question about teacher-pupil relationships dogged him for years. He was not always fairly reported, for his assertion that such relationships could be ‘experiential and educative on both sides’ was preceded by the statement, too often sub-edited out, that ‘human beings can get themselves into messes.’

The third voice that readers of this volume will encounter is that of a thoughtful and perceptive critic with catholic tastes. Whether saluting J.K. Rowling’s *Harry Potter and the Goblet of Fire* (‘Her quirky imagination is as fertile as ever’) or identifying the human longing for reconciliation as the abiding theme of

the poetry of Kathleen Raine, Woodhead is never dull. The conversation piece about the poet Geoffrey Hill is both a delight, ending as it does with Hill tentatively asking Woodhead whether they might watch another episode of *Prime Suspect*, and a timely warning. Hill believed that art ‘...has ‘a right to be difficult’ if it so wishes. ‘Cogent difficulty, that yields up its meaning slowly, that submits its integrity to the perplexed persistence of readers of goodwill, is one of the best safeguards that democracy can have’. Why? Because ‘tyranny requires simplification...’”

Woodhead conveys his own pleasure in good writing and, by means of carefully selected quotations, tempts you to read more. Slipshod prose gets deservedly short shrift.

“*Facing Up*, Bear Grylls’ account of his successful ascent of Everest, did almost defeat me. ‘At first sight’, he tells us, ‘Everest is awe inspiring beyond belief, and holds a certain magic over the entire Himalaya’. I have tried for ten minutes and I have failed to write a limper piece of description. The sentence which follows is worse. ‘For some reason, human nature through the decades is still irresistibly drawn to Everest, and I suppose always will be’. Indeed, Bear, but I have to say that we armchair mountaineers find it hard to survive in such rarefied intellectual air.”

As his friend John Clare, for many years the distinguished Education correspondent of *The Daily Telegraph*, reminds readers in the foreword to *What Matters Most*, Chris Woodhead was far more than armchair mountaineer.

“...the cardinal virtues for Chris were courage and fortitude, and he had them both in spades: the courage of his convictions in the often fanatically hostile world of education politics, and the fortitude to bear the onslaught of Motor Neurone Disease. As his audience knew, Chris didn’t ‘do’ self-pity. Lost on none of them, however, was the truly cruel irony of a man who had always prided himself on his physical fitness, a cross-country runner and lifelong rock climber, being struck down by a disease that left his mind clear but his body wasted.”

The pieces which Woodhead dictated to his wife during the period of his final illness round off this collection and enable us to hear a fourth voice, reflective and humble. He remained a passionate advocate of choice, arguing for the legalisation of assisted suicide, but these writings offer more than a contribution to that debate, while deserving the attention of all who seek to take positions in it. Reflecting on Lear’s description of Poor Tom as a ‘poor, bare, forked animal’, he asks:

“Does this mean that my life has been reduced to something contemptible and meaningless? Or, has the illness which has ravaged my body served me well in stripping away the irrelevance and pretension of my earlier life in order to allow some possibility of contemplating what is truly worthwhile? And, if the latter, what is this insight which glimmers out there in the dark? Who knows? I am well aware that these questions are (how shall I put it?) barely pubescent. I do not have the answers...”

He concludes, borrowing the words of Samuel Beckett, that “All we can do...is ‘fail again’, and ‘fail better’.

The impact that Ofsted had in the years when Chris Woodhead was Chief Inspector of Schools remains contested and is the subject of the kind of academic research of which he was sceptical. The new regime placed a considerable bureaucratic burden on schools and created a climate in which the need to earn a good inspection report sometimes diverted energies from the educational and pastoral needs of pupils. Much of the stress and the controversy arose because

the creation of Ofsted brought about an abrupt and radical change in the extent to which teachers and schools are assessed. Under the *ancien régime*, teachers might spend an entire career without ever being observed in the classroom. The Ofsted revolution abruptly placed them under frequent and searching scrutiny. Change was undoubtedly needed, but it is debatable whether it needed to be as swift and as radical as it was under Woodhead's leadership. Since then the expectations of the inspectorate, an ever-increasing emphasis on assessment and frequent changes to exam syllabuses have all contributed to a sense of demoralization in the teaching profession. Of the 21,400 newly-qualified teachers appointed to English state schools in 2010, 30% had quit by 2015.

When Chris Woodhead died in June 2015, his former

deputy and successor Sir Mike Tomlinson told the *Times Educational Supplement*:

"He drew attention to the need for strong leadership and for quality teaching. These weren't things that had been discussed much before. He changed the way that we talk about education. We didn't always agree on everything, but on the main points we did. Not a lot of people know that he was a very generous man. He was a pleasure to work with."

And, he might have added, a pleasure to read.

David Warnes taught History at Ipswich School and has had a long association with Conference & Common Room as a member of the editorial board and contributor. He was ordained in 2005 and is now a priest in the Scottish Episcopalian Church.

HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Tom Wheare at tom.wheare@gmail.com. Items should not exceed 150 words. Good colour photographs are also welcome.

Rebuilding fund raises £60,000

Headmaster Bruce Grindlay travelled to Nepal to open a school funded through the hard work and effort of Sutton Valence School's community. The devastating Nepal earthquake of April 2015 razed to the ground the tiny village of Gumdi in the Himalayas, which had been the home of Sutton Valence parent and Gurkha Major, Bishnu Ghale. Gumdi's village school, attended by 600 children from the village and surrounding areas, was completely destroyed by the disaster.

Pupils who had travelled to Nepal the previous December took up the earthquake cause immediately, planning events to provide instant relief. Then, as the magnitude of the destruction became clear, the School set up The Nepal Fund. The Sutton Valence community of pupils, parents and staff eagerly embraced the task of raising the £60,000 needed for the rebuilding, raising sufficient funds in just 10 months. The money was given to the Pahar Trust, a charity which builds schools in Nepal, and the new single-storey facility with six classrooms was completed and fully functioning in time for an opening ceremony.

In celebration, the Nepalese schoolchildren performed dances and songs of thanks; speeches were delivered and



gifts were exchanged. Mr Grindlay and his wife Elizabeth, who teaches English at Sutton Valence School, also had the opportunity to visit the Tamang Kharka School during a school day, attending assembly and talking to its pupils and staff. The new school is a high-quality facility, though the educational basics that are common in the UK are very scarce. Children walk up to two hours to get to the school: education is not taken for granted in this community, but is seen as a life-changing gift to be cherished and nurtured.

Commenting on the trip, Mr Grindlay said, "One of the greatest strengths of Sutton Valence is its community, the relationships built between pupils, staff and parents. With the Nepal Fund I have been proud that we have all pulled together to achieve something much greater than might have been expected. To see the tangible benefits of this philanthropic heart of the School was a true privilege. Opening the new school was a great honour and we look forward to supporting this wonderful community in the future."



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David R.A. Pearce – Schoolmaster and poet

John Davison remembers a great schoolmaster and friend

I do not think David Pearce would dissent from the order in which this piece is entitled. He was a born schoolmaster: his inspirational teaching, his humour, the broad human sympathy which made him for many not just a teacher but a friend, and his vivid personality have passed into legend at Berkhamsted, where the acronymic nickname DRAP resonates readily years after his retirement. His energetic support of the Old Berkhamstedians in both counsel and practice and his continuing friendship with numerous Old Boys as well as governors, Principals and members of staff, have added importantly to the School's social cohesion after the profound changes following the merger of the Boys' and Girls' schools in 1996.

He was enormously fond of Berkhamsted, and throughout his time he never ceased to bring his formidable and varied gifts to bear in its service. David and his wife Liz proved a formidable team in running a day and later a boarding house, identifying the strengths and needs of two very different institutions and providing notably successful and sympathetic leadership. Friendships formed with pupils in both houses lasted the rest of his life. If he had been asked what he particularly treasured about the School, he would have emphasised its traditional values, which have been remarkably preserved into the new combined institution. He himself epitomized those values of integrity and uncompromising standards, and occupies a lasting place in the pantheon of great schoolmasters, conspicuously represented by Charles Greene and his contemporaries, with which Berkhamsted has been blessed over many generations.

When he was asked for his philosophy in the teaching of Shakespeare, David's answer was revealing: 'I have no (such) philosophy; I just love the plays and enjoy reading them with the boys.' That surely is a philosophy: great teachers teach not so much by precept as example; you catch the benign infection of their love of the subject. This was certainly true of David. The ape's skeleton which sat beside him in the warm and friendly sunshine of his classroom failed altogether to dilute the energy which flowed from the room's other customary inhabitant. I doubt if he ever employed a modern teaching aid; there really was no need; anyway what aid could possibly withstand the competition of Shakespeare and David? Out of the classroom his enthusiasm for his favourite writers led to never-to-be-forgotten extravaganzas on the School quad such as full-length recitations by relays of readers of Cowper's *Task* and *Paradise Lost*. He was indefatigable in taking parties to the theatre in London and Stratford, where he insisted on their venerating Shakespeare's tomb.

David also possessed a marked gift for creative innovation. During his time he established two still valued features of the Berkhamsted scene: the J.R.Crawford Society, named after a Victorian headmaster who was a friend of Matthew Arnold, a forum for discussion and encouragement among the most academic sixth-formers; and the Old Berkhamstedian



John Davison (left) and David Pearce

magazine, which at the time of its launch had few if any peers among school alumni productions. He was a gifted director of plays, and in 1980 he wrote and directed a dramatized pageant to mark the appearance of *A History of Berkhamsted School 1541-1972*, written by former Headmaster Basil Garnons Williams.

His absolute competence as Head of English, a post he held for thirty unwearied years, concealed itself in the smooth, unobtrusive functioning of the Department. Pupils may not have realized what they owed to the powerful influence behind the scenes of his disciplined hard work and organizational flair. His time was not without its challenges: the move from O Level to GCSE in the '80s brought numerous administrative headaches; and even at A Level changing expectations called for re-thinking. He was influential beyond the realm of the School and was one of a group of Heads of English who successfully opposed the dropping of his beloved Milton from the syllabus of the Oxford and Cambridge Joint Examinations Board (an iconoclasm F.R. Leavis would probably have endorsed).

Retirement in 1999 saw no diminution of his energy: he was a founder member of the Graham Greene Birthplace Trust, whose remarkable growth owes a great deal to his enthusiastic networking (the enormous gathering at his moving funeral service included people from around the world); and he gave papers and wrote articles, most recently a fascinating study of *Stamboul Train* published in Graham C. Greene's recently released collection of essays on his uncle.

His busy life as a teacher must have fostered in him a creative enthusiasm, reflected through many years in occasional poetry, and most markedly in the publication eighteen months before his death of *'The Street, 103 Sonnets of a Time and other poems'*.

Memorial

'.....We came to the bank of the River.
I said: 'You are cold, my love, and shiver.'
As I wrapped my coat around you, darling girl,
A poem fell into the water's run.
Came one great waft of wind-and-water whirl –
You stooped.....and, looking up, found...I was gone.'

These are the concluding lines of *Eurydice Moment*. It is one of David's most moving sonnets of the hundred, the majority of which he wrote in an astonishing burst of creative activity in eighteen months after he had been diagnosed with the cancer that finally killed him in November last year. In his Preface he refers to the poems as an 'autumn canter in the late sun'. They reflect his interests, his enthusiasms, his friendships, and above all his love of family. He makes no special claim for them, saying simply that they helped him in a difficult time to focus his feelings. To the reader they provide a companionable voice, offering as well as occasional deep feeling, lightly-worn scholarship, (there is an engaging glimpse into the side-roads of literary history in the form of an imagined letter from Keats's friend James Rice about the wild flowers Keats would never see again having sailed to Italy), a wide range of literary allusion, 'Time hath, my lord, a wallet at its back...There must have been a world of other days But they have foundered....', and an idiosyncratic fascination with out-of-the-way knowledge. In one of the poems which succeed the sonnets in his collection,

he recalls his old schoolmaster, a veteran of the trenches, who took him to see 'the larder of the red-backed shrike', and whose memory treasured a particular spot where in 1928 he had seen a grayling. Similarly, David invites us to join him on Burrow Mump with its ruined tower, surrounded by the Somerset marshes, 'a sedgy, water-edgy place of fog...where hazels, axe-hacked into track Sprang back...', or to another place of marshes, Ely, to celebrate the feast of St Ermingild in 'that great ship that rides the Fens'. Generally though we overhear him finding personal significance in random events, objects and places: 'Old picture postcards are the saddest things...'; and then again ... 'bees...Homing against the evening fade of sky, or else scintilla flash of darkness winked ... here in Bunhill Fields' Old Cemetery. Good spot for spirits...and an apiary.'

The reference to bees is a poignant one. In the words of *A Premature Elegy*, written by Jonty Driver after a conversation with David shortly before his death, 'The bees whose hives you kept from eight years old Didn't see the summer out. Perhaps they sensed That things were coming to a natural end.'

These poems allow the reader an intimacy with a truly remarkable man, a colloquy with an original mind and a sharply observant eye. They may be seen as an affectionate farewell to a world most richly loved.

HERE & THERE

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Countdown to STEM

Merchant Taylors' Girls' School were delighted to welcome Countdown's Rachel Riley for a 'STEM-sational' event designed to encourage young women to study science, technology, engineering and maths (STEM) based subjects.

Rachel, who studied maths at Oxford, spoke to hundreds of girls from 11 schools around the region. She began by dispelling a few maths myths. 'There's no such thing as a maths brain. You just need to work hard & practice. I had to relearn my times tables by redoing them whilst listening to the countdown clock.'

Attendees wanted to know about her own experiences. 'Me? I'm inspired by a project that wants to send nano spaceships to the next star system. My favourite things are applied maths & studying time travel and my craziest showbiz story was when I met Stephen Hawking, he's a bit cool! I love doing things that scare me but challenging myself & making it happen!'

She was joined by two of the UK's leading female scientists, Dr Anna Slater and Dr Melanie Windridge. Anna, whose research in the Chemistry Department of Liverpool University has been awarded the Royal Society-EPSC Dorothy Hodgkin Fellowship and she is shortlisted for the Women of the Future Awards. Dr Melanie Windridge, who is



an expert in the aurora and in fusion energy, likes to combine her scientific knowledge and experience with her love of adventure to promote a better understanding of Science.

The event was organised by Merchants' Physics Teacher, Mrs Jennie Lynch, in conjunction with the team behind The Big Bang North West, All About STEM. The programme aims to motivate girls to consider the many opportunities open to those who study STEM based subjects. As well listening to the inspirational guest speakers the girls were given the opportunity to participate in a number of engineering and maths based workshops. Leading Universities and Companies were also on hand to provide an insight into potential career paths.



Roger Griffiths

In 1986, after twenty-two years as Headmaster of Hurstpierpoint, Roger Griffiths, who died on 18th January 2017, was appointed Deputy Secretary of the Secondary Heads Association (SHA) with responsibility for the schools in the Headmasters' Conference (HMC). SHA had been formed in 1977 by the amalgamation of the Association of Headmistresses (AHM) and the Headmasters' Association (HMA) and all the members of HMC and the Girls Schools Association (GSA) were required to be members of SHA, whose General Secretary was also the General Secretary of those two Associations. In 1990, Roger became HMC's Membership Secretary when HMC appointed its own General Secretary, Vivian Anthony, who has written the following tribute.

Roger's middle name was Noel, in celebration of his birthday in 1931 on Christmas Day, a doubtful privilege he shared with my mother. Both would complain that one present covered both events. His family lived a few miles from mine in Barry near Cardiff, and his Welshness remained important to him throughout his life, though his boarding education was at Lancing and 'the happiest days of my life'. He regretted that serious problems with his feet made for a lack of sporting prowess, but he later came to triumph on the bowling green, winning an international cap for Wales.

Given that classical music and theatre brought him so much pleasure, he chose wisely in going on to read Modern Languages at King's College, Cambridge and Education at New College, Oxford. His teaching practice term was at Westminster School, where the headmaster, Walter Hamilton, asked him to remain and teach the summer term and produce plays instead of going back to the Oxford Education Department. The next year, as a teaching assistant in Paris, at the Lycée Claude Bernard, he made up for the lack of a Diploma of Education and, giving up

the idea of completing a PhD in Paris, he returned to England when Brian Young, then headmaster of Charterhouse, offered him a post in the modern languages department.

Roger loved teaching and he was good at it; and Charterhouse was the right school for him, even though he taught there for only six years before he was appointed headmaster at the early age of 31, without having run a department or a boarding house. His time at Charterhouse was notable for the plays he produced and for the Rolls Royces he drove, even when taking his driving test.

He arrived at Hurstpierpoint in 1962, succeeding a long-serving 'old-school' headmaster, Canon Ronnie Howard. The Governors had wanted a married man and it took Roger only a few terms to put that right when he married Diana Brown, Matron of the Junior House, who proved to be the perfect headmaster's wife. Hurstpierpoint was ready for change, but Roger took his time to exercise a liberalising influence. Housemastering-for-life was replaced by fixed terms, caning by boys was soon abolished and over time corporal punishment ceased altogether. Boys were given greater freedom in their appearance and allowed wider bounds out of school. This relaxation of strict rules helped the school through the rebellious student days of the 1960s. Roger courted the prep schools assiduously and the numbers at Hurstpierpoint rose, with pupils benefitting from proper careers guidance. He valued his membership of the Woodard family and formed good friendships with his colleague headmasters and with the Fellows. On one occasion, at a reception Roger was giving at Hurstpierpoint, he noticed a very elderly Fellow standing at the table where badges were being dispensed, looking somewhat distressed. In response to the Headmaster's concerned enquiry, the Fellow confessed 'I've forgotten my name'. With his invariable social ease Roger



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replied 'it is Hamilton Smith-Chalmers, I believe.' 'You're right my boy. Quick, pin it here before I forget it'.

The Anglican Church, firmly rooted during his time at Lancing, continued to be an important part of his life. The Chapel at Hurst was central to his headmastering and he worked closely with his chaplains. Given Roger's passion for music it was not surprising that he chose and supported good Directors of Music who raised the quality of chapel music significantly; the choir won national competitions and sang services for the BBC. Roger continued to teach and over the years found the solutions to the problems which face all heads. This experience was to be invaluable when he became HMC's membership secretary in 1990, as were the skills acquired working within the complex Woodard Foundation.

Roger served HMC loyally for eleven years, six of them as Membership Secretary. He was a perfect choice, having all the qualities needed for the job, listening sympathetically to the many problems of members and, where possible, offering solutions and general advice. Michael McCrum, when Chairman, introduced Roger as 'the man with the wettest shoulders in HMC'. His many years of headship experience were invaluable and many members testified to the benefit they received. He was particularly skilled in talking to governors when headmasters were in trouble with them. When schools sought to become members of HMC, Roger would take a team to inspect them and he was a regular visitor to member schools and divisional meetings. It would be fair to say that he preferred these excursions to his commute to the office near Highbury & Islington Station, shared with the Secondary Heads Association, though that proximity helped him keep in touch with State school heads.

For five years, he was Deputy Secretary of SHA with responsibility for HMC affairs. In 1990 when HMC decided to have their own Secretary, I came to work in partnership with

Roger and we, together with the successive Chairmen, Vice-Chairmen, Chairmen-elect and Treasurers, formed a very close team. Roger was happy to leave national education affairs to me whilst he focused on the membership, the Annual Conference and the management of the finances. His scrupulous attention to detail in this area, in fruitful partnership with the Treasurers, built up a reserve that was very useful when the time came to move to Market Harborough. In all this work, and particularly in the arrangements before and during the Annual Conference, Roger had the best of assistants in Diana. She nursed the membership through the move away from the austerity of Oxbridge Colleges to more guest-friendly and bathroom-endowed locations. When Dominic Milroy OSB was chairman, they staged the Conference in Bruges, the only time it has been held abroad, the year Britain joined the European Union.

On retirement to Sussex in 1997, as well as being a governor of the Prebendal School, Roger became a guide at Petworth House and in Chichester Cathedral, where he stewarded for their many major events. Very much the family man, Roger loved the company of his daughters, Elizabeth, Helen and Caroline, and his four grandchildren: he was in contact with his mother until she died aged 96 in 2000 and remained close to his brother, Richard, a Professor at King's College London. In his introduction to Roger's autobiography 'A Life at the Chalk Face' (2002), John Moore (HM King's Worcester) wrote of his 'three incarnations: as an inspiring teacher, as a caring Headmaster and as father-confessor and friend to HMC colleagues'. For this dedicated service to education Roger will be remembered with gratitude.

Dr Vivian Anthony was Headmaster of Colfe's School from 1976 to 1990, leading its return to independent status in 1977.

He was General Secretary of HMC from 1990 to 2000 and remains a major figure in the independent education sector.





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Making choices

Jason Morrow surveys a complex and diverse scene

One of the features of New York schools which continues to surprise and fascinate me is the extraordinary diversity on offer for parents. It is certainly an element of admissions and the onward school placement process, which requires a huge investment of time, energy and sometimes faith by parents. I know the belief that 'choice is good' is deeply embedded in much of our thinking, but I don't envy prospective parents in New York trying to navigate and make choices among the many different, often radically different, schools in the city. I'll mention just a few of the educational programmes on offer in the city to give an idea of what I mean by this 'extraordinary diversity.' The Blue Man Group opened a school in 2006 aiming to 'Reimagine education for a changing world' with a focus on creativity and discovery to establish 'communities of creative, joyful, compassionate learners who use courageous and innovative thinking to build a harmonious and sustainable world.' Another school seeks to engage students and pursue learning primarily using game theory as developed at the

Institute of Play. The BASIS group of schools makes a very distinct offer which is much more sharply focused on rigour and attaining the highest academic standards. There are also an increasing number of micro schools emerging across the city and beyond which present technology or language immersion or 'hands-on' learning or project-based inquiry as the secret to success. While some of these schools are doubtless providing great opportunities for students, it does strike me as curious that so many New York schools position themselves in ways that encourage or expect parents to choose between rigour and creativity or between innovation and tradition. These seem like false and unsound choices to make, as a good education and school should seek to combine and draw on the best of each approach.

My experience in London and other UK cities was more that individual schools might have particular strengths, expertise or cultures which would be a good fit for individual students, but that broadly there were more similarities and common

The Blue Man Group opened a school in 2006





Real or fake?

expectations than major differences between good schools. The same cannot be said for New York. There are, of course, many excellent schools in the city which provide a broad, inspiring and intellectually rich education. The blueprint for a school, however, seems much more varied or fluid, and there can often be a significant disconnect between the narrative an institution seeks to project and the reality that parents, students and staff experience. The appetite for new approaches and innovation is admirable, and I have no doubt that it is contributing to the emergence of some exceptional new programmes and opportunities for students. It should, however, also come with a 'Proceed with caution' sign to avoid excess experimentation or gimmickry from undermining the educational prospects of students. Perhaps the most disconcerting comment I heard over the past application cycle came from a school Admissions Director who argued that there should be some 'mystery preserved' in school placement. I struggle to think of many things more unhelpful than 'mystery' in a process which can already be so daunting for parents and students.

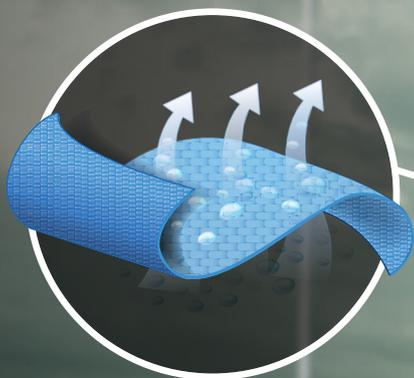
The willingness of UK independent schools to combine traditional approaches and practice with innovation and new methodologies makes them dynamic places to work and study. Encouraging and supporting staff and students to do precisely that has led to some of the most successful and exciting initiatives in the schools in which I have worked. Improved methods for feedback, higher levels of student engagement and deeper and more meaningful collaboration among staff are a few of the benefits I've observed in schools adopting such techniques. It can also be incredibly powerful to develop

opportunities for students and staff to work together on these types of projects. Some schools also draw impressively and effectively on the insights and perspective of students for staff training in areas such as making the most of technology or feedback. As in so many other areas, balance and adaptability seem to be the crucial qualities to maintain at an institutional and personal level.

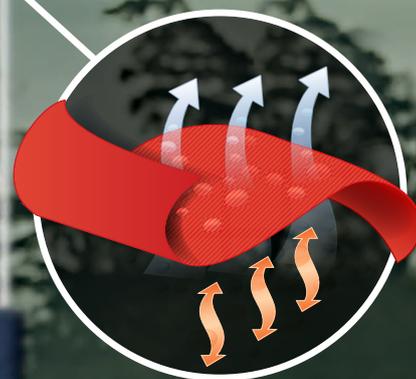
Both those qualities are certainly essential in helping to deal with the wider political and social backdrop against which many schools are operating. The rise of populism and isolationism and the apparent deterioration of civil public discourse present many challenges for schools. Our responsibility and focus continue to be on enabling students to understand and make sense of the world around them, as well as beginning to consider how they might ultimately engage with and help to shape it. Adversity does also, of course, sometimes prompt thoughtful and inventive responses, and I have enjoyed seeing History teachers using the fake news phenomenon to investigate source evaluation, or in tests requiring students to identify the fake elements and explain their reasoning. There has been an abundance of fresh material to use in critical thinking lessons and debate clubs in helping to sharpen students' analytical skills and their ability to identify the limitations or flaws in an argument. English teachers are also appreciating the prominence and resurgence of satire and I have to confess that Saturday Night Live has become essential viewing as an unlikely but most welcome reality check.

Jason Morrow is the Headmaster of the British International School of New York

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