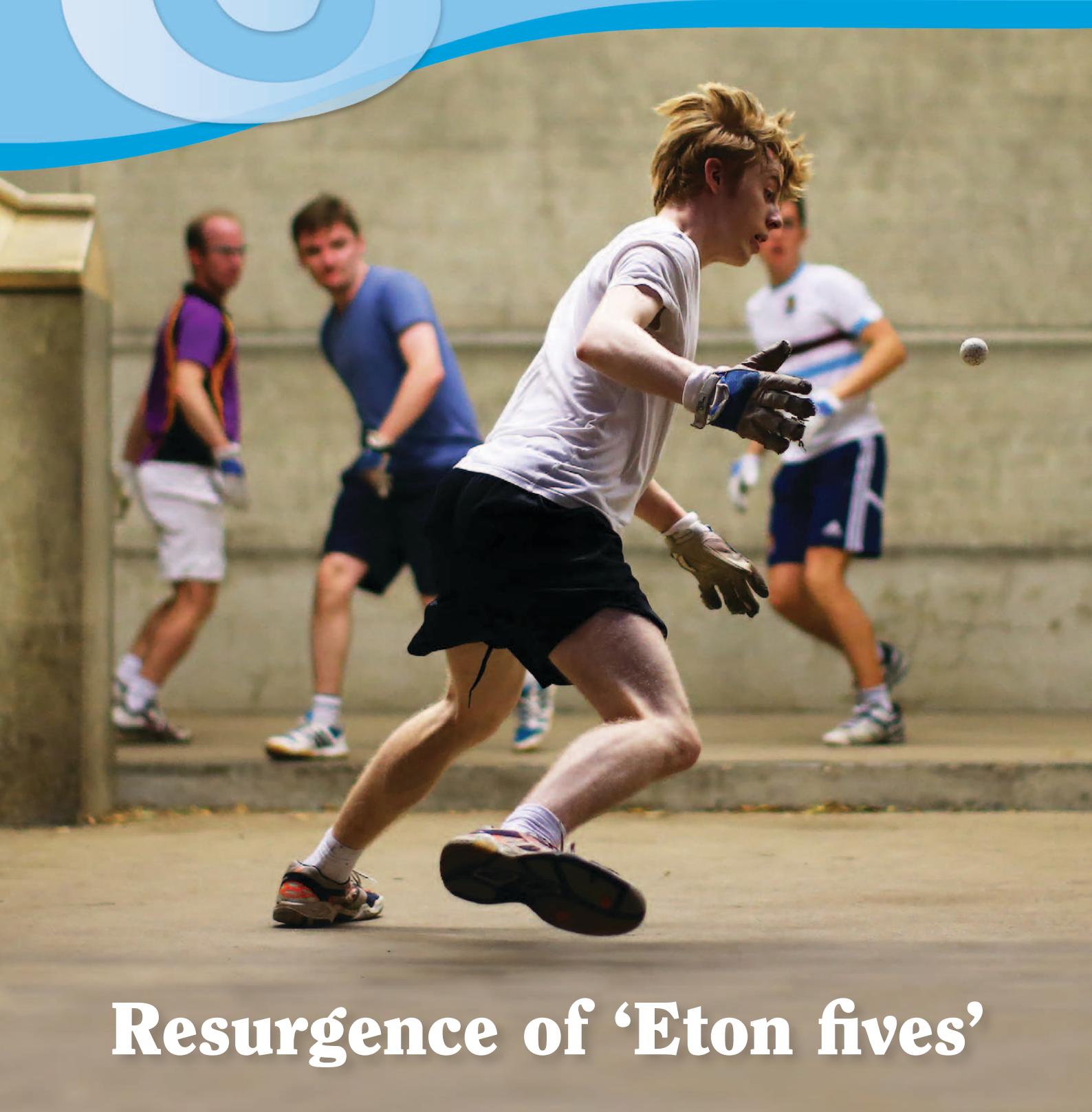


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The magazine for
independent schools



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Editorial

Summer 2018

The Headmasters' and Headmistresses' Conference (HMC) is both a group of Heads and also a Trade Union. The Heads are the members, not the schools, although it is common, if inaccurate, practice to refer to the institutions as 'HMC schools'. The news that Fiona Boulton of Guildford High School is to be Chairman of HMC in 2019 is very welcome. Mrs Boulton will be only the second woman to lead the Conference, after Dr Priscilla Chadwick in 2005, and she is also the first Head of a girls only school to do so. 40 of these are now represented in HMC by their Heads and, of the 288 UK Heads now in the Conference, 73 are women.

Although HMC's membership is changing, it remains arguably the most powerful organisation within the independent school sector. Keeping that sector together is vital and it is therefore very good news that Chris King, Headmaster of Leicester Grammar School and twice Chairman of HMC, is to be Chief Executive of the Independent Association of Preparatory Schools (IAPS) from September 2018. With his predecessor as HMC Chairman, Richard Harman, now General Secretary of the Association of Governing Bodies of Independent Schools (AGBIS), the sector is surely well integrated.

The most serious challenge facing all independent schools is the inexorable rise of fees. With no shareholders to gratify with dividends, schools reinvest any surplus they may make. This may be to improve the schools' physical resources or, increasingly, to provide bursaries. But recent decisions in Scotland suggest that tax arrangements for independent schools will change and impose greater pressure on the income and expenditure equation. Business rates could be followed by the introduction of VAT on fees and even the loss of charitable status, and it is hard to see fees failing to rise to meet these demands.

The largest element in the budget of all schools is, quite rightly, staff salaries, and Governors, Heads and Bursars would argue that these are at least fair and, some would say, generous. Minimum wage legislation and concerns about the pay gap are necessary steps on the road to making sure that everyone on a school's payroll is being properly rewarded, but, again, these are factors that make expenditure likely to rise.

Many schools are doing their best to find income from sources other than fees. In doing so, they often offer wider access to their resources and facilities, playing a significant part in their local community. British education is highly regarded outside the UK and leading schools now play a significant role across the world through a variety of models. But, as well as the substantial development of schools abroad, it is vital that an international awareness should be encouraged at home. As Daniel Emmerson reminds us, Round Square links schools across the globe and every conference brings young people together to discuss the organisation's core IDEALS.

The education provided for the vast majority of children in England has been almost entirely removed from local authorities and is now controlled by Whitehall, but this has not delivered smooth or coherent policy. As John Hutchison remarks, a long term, bi-partisan approach is needed at Westminster if the Government, of whatever persuasion, is to fulfil its responsibilities to all those engaged in education.

Despite the lack of coherent momentum in central educational policy, some government initiatives are proving to be effective. The numbers studying STEM subjects has risen markedly and should provide people qualified to meet the demands of the job market in the next twenty-five years. But capacity is not the same as creativity, which has been one of this country's greatest assets throughout the continuing industrial revolution. Nicola Griffiths quotes the very apt person specification we may hope pupils in all our schools today will reach with our help – 'question like a scientist, design like a technologist, build like an engineer, create like an artist and deduce like a mathematician'.

Whilst successive governments have swallowed up educational decision making and financial control, they have increased the burden of responsibility on schools and on their Governors, leaders and staff. Like many of the traditional authority figures in our society, such as, for instance, lawyers, doctors or police officers, teachers have come under close and often critical scrutiny. Nevertheless, because children must go to school, teachers must look after them. They must teach them too, but the duty of care is one of their heaviest burdens. All too often, schools are where children are at their safest and best looked after.

Pip Bennett has been taking a look at schools through the eyes of the alumnae he has interviewed, and concludes the series with some reflections on school food. This is something that has changed out of all recognition in recent years, as the article from St Mary's,

Editorial

Colchester shows, and it is of vital pastoral importance. In a recent study, published in the April issue of the journal *Children and Society*, Professor Wendy Wills of the University of Hertfordshire wrote, 'Children today are living through austerity and political arguments about hunger, food banks and families going without. Their experiences highlight what it's like to live in a society where eating a nutritious and socially acceptable diet is not a universal right but a lottery depending on family background. Schools must do as much as they can to ensure that young people access good food at lunchtime.' The study examined the reasons for poor take up of school meals and the lure of food outlets within walking distance of secondary schools. It found that socio-economic boundaries impact on where school children choose to buy their lunch, with poorer children preferring to frequent fast food outlets and supermarkets rather than eating on site at school. Independent schools may have a stronger grip on what happens at lunchtime, but no school can afford to ignore the significance of the eating habits of its pupils.

Jason Morrow's *Letter from America* eloquently expresses the heartache and loss experienced in school communities such as the Marjory Stoneman Douglas High School in Florida. As he points out, there have already been more than two dozen incidents in schools in the United States this year and we may perhaps believe that this could never happen here. But the rise of knife crime amongst young people has already spilt over into schools, and the simple fact of the matter is that anything that affects young people affects schools, their communities, their staff and their leadership.

In 1918 the *Representation of the People Act* extended the franchise to women over the age of thirty who met a minimal property qualification. The centenary of the vote for women is seeing a continuing focus on women's issues. Whilst there are more women in Parliament now than there were a hundred years ago, there is still gender-based discrimination in pay, hard though it is to see how paying a man more than a woman who is doing the same job can possibly be justified. The figures recently published about the pay gap in companies illustrate another aspect of this financial inequality. No governing body, surely, would pay a woman less than a man to lead a school, but many schools will find themselves outside the preferred limits of the pay gap because of the gender distribution in their leadership structures. Yet, of the three revolutions that are still work in progress that Sophie Dodds highlights in her contribution to the *Shirreff Journal*, she chooses 'The Pill' as the most significant, since it 'has unlocked a whole area of new personal freedom, a revolution that has benefitted all.' At the same time, the 'Me Too' movement is confronting glaring social problems and exposing both extreme and endemic abuse. Tarana Burke, who first used the phrase 'Me Too' as a campaign slogan, described her purpose as seeking to promote 'empowerment through empathy'. That is an approach that good schools and fair societies should wholeheartedly endorse and implement in all aspects of their communal life.

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Food for thought



Pip Bennett concludes his survey of the highs and lows of girls' schools as reported by their alumnae with a look at school food and character education



A recent leader of a famous school expounded on the vital contribution of sufficient food of good quality in order to keep the boys in order. I believe that this is just as much the case for girls' schools and especially those that offer boarding. It might be argued that all this is a well-known fact, but, for much of their now not inconsiderable history, it was not the case that independent girls' schools provided interesting and enticing fare for their girls. Whether it was the insipidly bland macaroni cheese provided as the sole option on a Saturday night, made tolerable only by 'Gladiators' on television; or half an apple for pudding, most of which had black bits; or even, in these latter days, extensive baguette and salad bars; school food has long elicited strong reactions in its consumers. Such was the strength of the negative association with school food that one old girl who had not been told that packed lunches were an alternative to school lunch has still not really forgiven her mother decades later, as she was one of the three out of a group of twenty who had to meet and endure what felt like the daily challenge issued by the kitchens.

It seems that in times past the quality of food was appalling, even of its age, though there are mixed reminiscences about the

prevalence, for example, of fried food at breakfast in the 1960s as well as the stodgy puddings provided each day. A lack of choice was often the issue for girls at our schools in the intervening decades, something which many institutions today have taken great pains to overcome. I would expect old girls visiting their schools some decades after leaving to be quite surprised at this particular change. Of course, girls at schools in wartime and for a surprisingly long time after will have had a more difficult time of it than at other periods of history. However, pupils at the Royal School, Bath remember with delight that when they were evacuated to Longleat, then the farm provided full-cream milk for scrumptious rice puddings and there was no shortage of eggs, unlike in metropolitan areas.

The memories are not all quite so fond. Many old girls recall a great deal of gristly, fatty meat. At one girls' school, if lunch remained unfinished and it was time to go to afternoon lessons, then the remains would reappear at dinner. I think we can safely assume that the food did not become more palatable in the intervening hours. It seems that being forced to eat everything on your plate was the standard practice in the 1950s and still is in some schools in the 2000s. This requirement

Schools

led, as is often the case when constraints are imposed on a situation, to creative solutions to emptying one's plate. Some girls attached food to the underside of refectory tables or simply put it in the plant pot situated in the centre of the table. One eight year old girl decided that the only solution was to wrap the undesirable or offending food carefully in her handkerchief which was then placed in her pocket to be disposed of later. Unfortunately, the handkerchief was quickly made sodden by the gravy in which the meat was smothered which ended up dribbling down her leg. Swift justice in the form of detention followed for such an egregious breach of school rules. Another old girl, half a century later, had parents who refused to accept her conversion to vegetarianism at the age of seven and would not ask the school to make appropriate arrangements. She was too squeamish to eat the meat which appeared each day for lunch but came up with a rather better solution by lining her pockets with plastic sandwich bags which allowed for a more secure method of disposal.

A related experience in the 1990s befell a girl whose parents did in fact inform the nuns at the school that their daughter would not react well to yoghurt. The nuns refused to accept this and forced the girl to sit until all her apportioned yoghurt was consumed. In tears and amidst threats of missing break, she did manage to eat it and then promptly threw up on the nun's shoes. Yet more girls never had pudding because they had not finished their main course. Some old girls I interviewed appreciated that being forced to deal with whatever was on their plate helped them to develop into resilient young women. Others, though, were far from convinced and still speak of being scarred by this or that foodstuff.

Character education regularly rears its head in schools across the nation and the girls' independent sector is no

different. Current headlines on school websites proudly proclaim their success in promoting grit and resilience and the trouble taken to teach girls to reach to the limit of their grasp without being inhibited by fear of failure. While the articulation of these elements of education may be more explicit and made a clearer feature of quotidian life than in times past, making a battleground over food is, quite rightly, no longer considered a sensible way for institutions to deal with the children in their care. However much pupils may be supposed to learn from developing effective coping strategies with food they don't want to eat, it is not a good idea for them to go without, or to see food as an effective weapon in a power struggle.

The idea that skills developed in one area will always transfer successfully into another situation is not without its limitations, as work in cognitive psychology is increasingly demonstrating. Expertise in problem-solving in maths does not necessarily transfer well even to chemistry, let alone to business. On the other hand, I would argue that having to manage what life throws at you, within reason, is undoubtedly of value. Learning that not everything about one's path through life is either welcome or controllable is part of this lesson. Schools that truly want to develop the characters of their charges must ensure that the authentic, lived experience of all members of their community is permeated with the desired characteristics. Those characteristics should apply equally to all members of the school community, to cooks as well as consumers. And it's not a bad plan to make the best of what comes your way, on or off a plate!

Pip Bennett teaches Maths and has been conducting interviews with former pupils of independent girls' schools covering a wide range of subjects

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.

Bromsgrove concert grand piano

As part of Bromsgrove School's ongoing commitment to the Performing Arts, the School has taken delivery of a state of the art concert grand piano from Coach House Pianos.

Handcrafted in Austria, the Bösendorfer 280 VC grand Vienna Concert piano features sophisticated VC technology and an independent Capo d'Astro for perfect adjustment in the descant registry.

The concert grand piano will grace the stage of Routh Concert Hall, part of Bromsgrove's new Performing Arts Centre, which was officially opened in November 2017 by Professor Julian Lloyd Webber, Principal of the Royal Birmingham Conservatoire and the Viscount Cobham, Christopher Lyttelton. Professor Lloyd Webber and the Conservatoire are closely involved with The Bromsgrove International Young Musicians' Competition, hosted annually at Bromsgrove School.

The Bosendorfer 280VC has only been in production since last year and is one of under 100 similar models worldwide. The young musicians will officially be the first to perform on it in the competition during closed auditions 22-23 February and the Final which will be held on Saturday 24th February.

Director of Music, James McKelvey said 'We are thrilled to have such a world-class piano at Bromsgrove. It will surely enhance the playing of our talented young musicians and in turn, the audience's experience of our concerts.'





Loving lunch

Nicky Adams describes a vital hour in the day

There has certainly been a transformation in the dining halls of independent girls' schools across the land since the days of gristle pie and wobbly tapioca. At St Mary's Colchester, an independent school for girls aged three to 16, set on two beautiful campuses on the edge of Britain's oldest recorded town, lunchtimes are seen as a lesson in good manners as much as an education for the palette.

From the tiniest child in the school's Kindergarten to the tallest Year 11, students at St Mary's sit down at the table together when the lunch bell rings. Tables of younger pupils are supervised by their own form teacher, while Prefects take on the duty for the seniors and the food is delivered in large dishes, with the expectation that everyone will help themselves fairly.

'Lunch here is a happy, social occasion,' explains Hilary Vipond, the school's Principal. 'We have high expectations of our students' general behaviour and lunchtime is no exception!'

Certainly in the Dining Rooms of both the Lower and Senior Schools at St Mary's there is a hum of civilised conversation, punctuated only by the occasional spontaneous rendition of 'Happy Birthday'. Senior school students have lunch with whoever they like and often choose to mix with girls from other year groups – unimposed vertical integration – in a 'family dining' setting.

There is no choice of main meal though. The school employs a professional catering team from the national firm, Holroyd Howe, who cook from scratch in the school's own kitchens – one on each campus.

'Unlike schools that work on a rotation of weekly menus, we are always trying out new dishes,' says Catering Manager Laura Read. 'It's important to make sure that the students are introduced to a variety of foods and sometimes perhaps taste a dish that they wouldn't normally have at home.'

Crowd-pleasers, such as hunter's chicken, Thai curry and honey-glazed sausages, crop up regularly, but more exotic dishes are served up to tie in with national and international days, including the very popular quesadillas to mark Cinco de Mayo and pork in plum sauce at Chinese New Year.

There's a vegetarian option every day and students with dietary needs are well catered for – the parents of every child who joins the school are asked to fill in a lengthy questionnaire on intolerances and special requirements and the catering team will often telephone for a more detailed discussion.

As an alternative to the hot meals, a salad bar offers sophisticated combinations of bright leaves, raw vegetables, pulses and legumes of restaurant quality, as well as protein in the form of cold meats and fish, quiches, and often a cheese board. Home-made breads and mini sandwiches complete the spread.

'We know that food needs to look attractive to tempt students, particularly teenage girls,' says Laura. 'Offering such a variety on the salad bar means that even the pickiest eater can

find enough to fill a plate. The trick is to make healthy food look inviting.'

Laura and her team of chefs have become adept at smuggling superfoods onto the table – the crumble conceals oats, the crispy Chinese side dish is actually kale and even the chocolate brownies are harbouring beetroot. And the students come back for more, with seconds of the main meal offered freely and the salad bar replenished throughout the sitting. Modern hygiene regulations severely prohibit the re-serving of uneaten food, so leftover roast chicken is never reincarnated into a curry the day after. However, practised in the art of food economy, Laura is often able to re-use extra stocks of ingredients or capitalise on fruits and vegetables in season.

'The school's staff eat in the Dining Rooms too and are always happy to eat up any supplies,' she says. 'Throughout the winter months we serve a soup of the day, which is a good way to use up extra vegetables, just as you would at home. It's our duty to make the most of the school's food budget and reduce waste. Even the leftover salad vegetables are fed to the school's chickens!'

The goal though is for as much food as possible to be consumed by the students. 'Many girls have quite a long journey to and from school and our days are packed, so it really is crucial to their health and wellbeing that students have a good lunch every day,' says Anwen Jones, Director of St Mary's Senior School. 'We are constantly on the look-out for students who may be avoiding lunch or whose eating habits change suddenly. As a fairly small school of 450 students, each individual is very well known by members of staff, so we quickly pick up on anything that might be wrong and use a range of approaches to tackle the issue before it has a chance to develop.'

There is no requirement for plates to be licked clean, however. Senior students tidy away their own crockery and cutlery and even wipe the table – a job that is alien to some at the age of 11. Rather than an exercise in resilience, lunchtime at St Mary's is seen as teaching time.

'The aim is to make use of a valuable opportunity for students to learn how to dine,' says Hilary Vipond. 'It's really a demonstration of how a healthy, nutritious and plentiful meal should be planned and presented, and how to behave in a civilised environment in polite company. Whether at the family dinner table or a Michelin-starred restaurant, these skills and experiences add to the roundness of our students' education and, like all our lessons and activities, prepare these young people for success in adult life.'

Nicky Adams is Director of Marketing at St Mary's Colchester

Parallel pathways in a Dorset valley



Magnus Bashaarat describes a school's uniquely successful counter-culture

Like many Heads I try and stay in touch with the world outside the bubble of my school. MBA courses call it 'environmental scanning', keeping a weather eye on those macro trends that will eventually ripple out to our front gate. I always open with trepidation the latest ISC bulletin or RSA Academics 'Ten Trends' because they always tell me what a very challenging economic climate I'm working in. I think I'm doing quite well until I see what everyone else is doing. But after five years ('ish) in post, with a steadily climbing school roll, an improving balance sheet and increasing admissions traffic that suggests people are hearing about our school offer, I'm increasingly labouring under the illusion that we might be doing something right.

Milton Abbey has always been a distinctive and counter-cultural school. A new school in an old building, prospective parents who arrive from the west, from the village of Hilton, see the mansion and Abbey church in all its 18th century glory, as Lancelot Brown designed it to be seen. But this appearance is very deceptive. The pupils indeed amble around in tweed jackets (girls and boys), no one is seen attached to a mobile phone (there is no signal), and we all stop and look to the sky when an aeroplane flies over because it so rarely happens. But it's a new school in an old setting, and a school at ease with itself about its difference and what it wants to achieve for its pupils.



Founded in 1954, the pioneer generation of boys who dug their own outdoor swimming pool, built their own classrooms and levelled their own playing fields are still, for the most part, alive and in touch with their school. Its founder, Revd Dr CK Francis-Brown, one of those zealous churchmen born in the wrong century, wanted to start a small school in a transformational countryside setting. A relationship with the outdoors of sky, woodland and park, was crucial to the vision. But the pillars that propped up a public school education in other schools – church, CCF and sport – were not his pillars. He didn't last long in the job: he was a founder, not a manager. If alive now, he would have designed an app and then sold it within a year. His successor, Hughie Hodgkinson, Milton Abbey's version of Stowe's JF Roxburgh, was more 'old school'. Early morning runs, cold showers, that classic public school thing.

Milton Abbey's educational offer, the bedrock teaching and learning transaction, has always been different, recognising that different learners who have diverse interests and abilities across a small cohort, work best and ultimately succeed when living and learning within a tailored and flexible curriculum. We're happy being a small school and staying that way. Most schools that I know are getting bigger (if they are in the south east or close to big population areas) and they get stuck in a vortex of growth. Higher numbers mean more revenue, more revenue means more building projects (what I call the Ozymandias complex) and then more pupils are needed to sustain the growth cycle. One of Milton Abbey's great advantages is that we're in an ANOB, the mansion that houses much of the school is Grade II listed, the Abbey church and its surrounds are untouchable from Historic England's perspective, so we can't be part of the facilities arms race. We have to develop what we have, work within the existing footprint, and husband our built environment carefully.

But this is liberating. It means that at Milton Abbey the teaching and learning offer is where the resource and creative thinking is spent. It has the broadest range of vocational courses, offered through BTEC, in the independent sector. Other independent schools are waking up to the diversity and flexibility that having BTECs alongside A Levels offers pupils. I'm pleased, but also rather amused, to see older, posher schools announce that there are going to offer BTECs as if they have found the elixir of educational life. Fair play to them, and about time, but putting Sport BTEC in the 6th form instead of PE 'A level' is tinkering rather than revolutionising.



At Milton Abbey we've been able to meet the demand for what we call our 'parallel pathways' approach to the 6th form curriculum. BTECs such as Hospitality, Creative Media Production, Countryside Management, and Enterprise and Entrepreneurship have proved to be extremely popular with parents and pupils, leading to degree pathways in International Marketing Management, Computer Game Design, Rural Land Management and Business and Management, all these alongside 'traditional' degree pathways such as Biomedical Science, History of Art, Pharmacology and International Relations. In this quiet corner of Dorset, we're offering a unique set of possible outcomes for our pupils.

We've also created a really positive discourse about what a Milton Abbey education is amongst our current and former parents. We're a 'proper' boarding school (the BSA don't like that word, but I do) and many parents don't often get the opportunity to visit the school because they live a long distance away. But Camilla, my wife, runs events for our parents in London, abroad and all over the UK: year group lunches at the Polish Club (great mocktails); behind the scenes gallery visits, brewery tours, Christmas wreath making, sourdough bread baking with local artisan bakers; and the annual weekend tour of a wine region (France, Italy and Portugal of late, Napa Valley to come) have proved extremely popular and all give parents an opportunity to meet and share experiences about being a Milton Abbey parent.

We also have regular year group dinners at school on the nights preceding a parent meeting. The school chefs can get creative, the director of music organises some *divertimenti* from the pupils to showcase their talents (pop ballads, music hall classics and self-compositions: not virtuoso violin) and when the evening finally ends, our parents pile into taxis to local hostelries. It engenders a sense of community and of belonging, and in a remote boarding school that doesn't have the daily *passeggiare* of 4x4s, the challenge for parents to meet and get to know each other is greater.

'This above all: to thine own self be true', says that old windbag Polonius to Laertes before his son takes leave for France. I think that schools knowing what they are, being authentic and true to their mission, is what helps them not just to survive, but also succeed. Milton Abbey has bucked the trend in the decline of boarding and has become more distinctive merely by staying the same. We have a national profile still: pupils from all over the UK, some from overseas, and some from just down the road; but we're a stable and present boarding community, where Sunday morning breakfast is a busy as Friday lunch. The weekends are populated by Saturday night and Sunday activities which our dedicated staff all share in running. Weekends are busy and full of opportunity, and because everyone is at school, it feels full and thriving.

Magnus Bashaarat has been Headmaster of Milton Abbey School since 2014

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Vivienne Durham celebrates UK boarding for girls

If you want your daughter to take leadership in her stride and leave school with the intellectual and emotional tenacity that will equip her for the widest range of life experiences, then you could do worse than consider the benefits of the world class education that an independent girls' boarding school has to offer.

There are 58 girls' boarding schools within membership of the Girls' Schools Association. Together they educate around 9,000 students. As a group of schools, they are highly diverse, encompassing large and small schools, urban and rural, offering a variable choice of full, weekly and/or 'flexi' boarding. One thing they have in common is that all GSA schools are recognised globally as centres of excellence in educating girls and many attract students from across the world.

GSA boarding school alumnae have gone on to lead their field on a global scale. Some of the leading figures to be educated in a GSA boarding school include: leading actress and UN Women Goodwill Ambassador Emma Watson; Olivia Carnegie-Brown, Olympic silver medallist in rowing; Jane Tewson, the international charity worker who founded Comic Relief; actress Carey Mulligan, winner of BAFTA and Tony awards; Sophie Goldschmidt, CEO of World Surf League; Laura Tomlinson MBE Olympic gold and bronze medallist in dressage; astrophysicist Dame Jocelyn Bell Burnell DBE, who discovered

the first radio pulsars, leading to her thesis supervisor being awarded the Nobel Prize in Physics; international bespoke fashion designer Katherine Hooker who has designed for the Duchess of Cambridge; philosopher and academic Baroness Mary Warnock, whose work as Chair of the Committee of Inquiry into Human Fertilisation and Embryology led to the Human Fertilisation and Embryology Act 1990; and one of the greatest actresses of the post-war period, Dame Judi Dench.

Girls who attend GSA girls' schools often excel academically; this is particularly notable in those subjects stereotypically thought of as 'male', such as physics, maths and further maths. This is borne out by the DfE statistics for public examination results, which demonstrate that GSA school pupils also tend to perform better in modern foreign languages. Around 96% of GSA sixth form students continue to university, most to their first-choice university, with Russell Group universities being the norm.

However, it's in the 'soft skills' that girls' boarding schools really come into their own. The term 'soft skills' is misleading because what we're really talking about is 'grit', resilience, confidence, commitment and self-belief – all attributes of effective leaders.

In fact, it has now been independently proven that these 'soft skills' are more pronounced in students who have attended independent schools¹. Headteachers of GSA boarding schools

Cobham Hall School





Wycombe Abbey

also confirm that the programme of dynamic extra-curricular activities that characterises the modern boarding environment strengthens girls' resilience and sense of personal empowerment. In girls' boarding schools, the lack of gender stereotyping combined with strong female role models and the opportunity to develop confidence in one's own voice as a young woman, are all given high profile.

Princess Helena College in Hertfordshire and St Swithun's School in Winchester are just two GSA boarding schools which have formally introduced a positive education programme which focuses on developing students' personal strengths in preparation for a happy and successful life in the world beyond school. Jane Ganee, Head of St Swithun's, says: "The programme concentrates on strengths and how to use them, rather than assuming that we all have a weakness that has to be identified and dealt with."

Girls' boarding schools can develop a positive attitude and healthy habits for life. Alex Hems, Head of St George's School for Girls in Edinburgh, says: "In a boarding environment, the availability of world class facilities for sport and dance, around the clock, is a huge asset. Girls will be out for a run in the morning or evening, swimming, using the gym, playing tennis, golf, hockey, lacrosse etc, with their friends, seven days a week if they want to."

In fact, research suggests that the largest increases in girls' participation in sport tend to happen in single-sex contexts.² In addition, a distinguishing feature of many girls' boarding schools is the prevalence of teaching staff – for example, in sport and music – who are themselves highly accomplished in their chosen field. It is not unknown to find world class musicians and Olympic athletes on the teaching staff of GSA

schools, which must surely be one reason why 13 members of Team GB – and 7 medal winners – at the Rio Olympics were educated at a GSA school.

In a boarding environment, girls also learn how to thrive in a community, living as they do side by side with their peers, girls older and younger than themselves, and often girls from different countries and cultures. The relatively relaxed pace of a boarding school is different from that of a day school. Although the boarding days are long and full of activity, there is nevertheless time for private study, for music practice, for fun and down-time, which is different from the fast-paced timetable of most day schools. Girls learn to lead and to be team players through explicit leadership training; through having to organise events such as house drama, fund-raising and house sports teams; and through the empathy and consideration for others they acquire by living and learning alongside girls with so many different backgrounds.

In addition to leadership opportunities, academic excellence, personal resilience and a plethora of extra-curricular activities, GSA boarding schools are preparing their students better than ever before to enjoy healthy, happy, successful and well-balanced lives. What more would you want for your daughter?

Vivienne Durham is Chief Executive of the Girls' Schools Association (GSA), which represents the Heads of independent girls' schools, including 58 girls' boarding schools, and is a member of the Independent Schools Council. www.gsa.uk.com

1. An Analysis of Mental Toughness at UK Independent Schools, AQA International, January 2017.
2. The Effectiveness of Interventions to Increase Physical Activity Among Adolescent Girls: a Meta-Analysis by Biddle, Braithwaite & Pearson, 2014.

On a knife edge



John Hutchison examines financial factors in education

With the recent news that wage inflation will again lag behind increases in the CPI and RPI this year, the pressure on the family purse is on a knife edge and decisions will need to be made. Already, parents who send their children to independent schools have begged, borrowed and acquired in order to meet the termly school fees bill. Grandparents have chipped in and re-gearing of mortgages has often already been employed. Some schools have also started to offer monthly direct debit to help parents spread school fee payments in line with their income pattern and to avoid the shock of termly bills that seem to crop up unexpectedly. Others have started to offer payment by credit card. This double-edged sword could result in both parent and school falling into the credit trap. With it no longer being legal to add administration fees on top of the cost of fees for using credit cards, schools will need to absorb the additional bank charges or raise their fees to account for the short-fall. However, it is the effect on the parent, desperate to continue their child's education, that will find it simply unsustainable trying to service the debt at credit card interest rates.

The call to end the charity status of independent schools, which would probably lead to fee increases to compensate for the loss of the related tax breaks, continues to mount pressure on parents choosing to invest their money in their child's education.

The Scottish National Party (SNP) have recently announced their first step in reducing support for independent schools in Scotland. As reported in the *Scottish Political Editor*, the end of business rates relief for independent schools north of the border would wreck Scottish education by placing a huge financial burden on the state sector. The announcement in the Scottish Budget is reported to generate £5 million, but those in the education sector estimate it would end up costing the taxpayer £10.8 million to educate the additional children whose parents could no longer afford the resulting increased fees. According to the Independent Schools Council, the independent school sector currently educates around 625,000 (7%) of school aged-children in the UK. Some commentators maintain that the tax benefits received by independent schools amount to circa £522 million. However, this should be contrasted to the cost-savings to Government, and therefore all tax payers, estimated at over £3.9 billion in 2014.

What is not spoken about widely is that many UK independent schools are just getting by and any significant increase in school fees may start a domino effect resulting in mass school closures. The loss of 10% of student numbers, because parents can simply no longer afford to pay school fees, would result in schools operating at substantial loss. Thus 100%



'Mass school closures?'

of pupils would need to be accommodated by the state as the schools close their doors.

The irony should not be lost here either. Firstly, the naysayers' mystical £522 million would evaporate into the enigma of its own accounting ambiguity. Secondly, children that attend independent schools in the United Kingdom do not receive benefit from the pupil premium. Without independent schools the taxpayer would be required to foot over £3.9 billion in accommodating the additional pupils in schools, filling places that simply don't exist. In short, this would be financially and educationally devastating.

Although I agree with Lord Adonis regarding the need to address the 'social crisis' in the UK, where poor education is at the source, I do not believe that a Robin Hood tax on parents

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through a 25% tax on fees is anywhere close to the right response. It is claimed that it would raise a staggering £2.5 billion to fund teachers' pay in hard-to-recruit areas and also offer tuition for children to help them gain English and Maths GCSEs. In fact, this would merely exacerbate the problem. In the aftermath of the collapse of the sector, independent school children will compete for limited places at state schools and Government attention and spending will be diverted from those that need it most. We will see further draining of the public purse, with all these lofty taxes on hardworking parents evaporating into the thin air that they were originally conjured up from.

The current funding policy within the maintained schools sector is also creating a perfect storm, driving teachers and school leaders out of the sector who have simply become exasperated. Having to accommodate an additional 625,000 pupils may just send those still willing to persevere over the edge, and we could see a situation in which only the very wealthy can afford to pay for their child's education.

Instead of destroying what works and is regarded internationally as the hallmark of education provision, attention in the UK should be focused on emulating British independent education in the maintained sector so that more pupils have access to a quality education and educational environment. However, this would require a long-view approach and a willingness to invest in the sector. If the Government and

opposition are really serious about improving education, then a long-term bi-partisan approach needs to be employed. They must look further ahead than the next Cabinet reshuffle – the Minister for Education has changed on average every two years for the past four decades – and even beyond general elections.

Politicians should also take an approach that embraces aspiration not mediocrity and make it available to all school-aged children. Independent schools are contributing through sharing facilities, offering scholarships and bursaries, teaching partnerships and other forms of assistance – much of which goes unrecognised and is conveniently overlooked by those that would rather pull down than build up.

As we gaze down the barrel of an education Armageddon, preparing for the worst of all circumstances, independent schools and Government should not underestimate the financial constraints of parents. Making ends meet may override the need for a new indoor swimming pool or a school trip to Bolivia. Making parents aware that the school accepts childcare vouchers for clubs and boarding elements should also not be dismissed. And Government should not forget that these parents are paying out of post-tax income for their children to be educated, alleviating the burden to the public purse. Let us hope that reason prevails.

John Hutchison is Chief Officer of Gabbitas Education

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.

Felsted's Ellie selected for Saracens

Felsted School student, Ellie Lennon, age 17 from Hertfordshire, has been selected for the Saracens Centre of Excellence Rugby programme.

The programme is part of the new U18s England Rugby Development pathway, where selected players get based with a premiership academy club. Ellie will now be training regularly with Saracens, with the potential to play for their first team in the future.

Ellie started playing rugby at the age of five at Cheshunt Rugby Club and for seven years was the only girl on the team, finally becoming captain and leading the boys to a successful season. At the age of 12 Ellie was no longer allowed to play alongside the boys and there was no girls' team in her age group. However, her talent was recognised and she was accepted into the U15 team.

Ellie currently plays rugby for both South East England and Herts County, as well as being part of Felsted's 1st Girls' Cricket and Hockey teams, representing the School in the National Finals of both in the last couple of years.

Ellie comments: 'I am delighted to have been selected and I am happy with this new system as it gives more girls a chance to play high-quality rugby. I am very excited to start my training and to see where my rugby takes me.'



GCSEs by numbers



Marcus Allen offers a guide to the new grading system

As we are all aware, GCSEs in England are being reformed and are being graded with a new scale from 9 to 1, with 9 being the highest grade. The rationale behind these reforms, like those for A and AS Levels, is that the new GCSE content will be more challenging, with fewer of the top grades being awarded than has been the case for A*, which will allow universities to differentiate between high-flying candidates for their most competitive courses.

The rationale behind having the highest grade as a 9 is less clear, and the more cynical may suspect that by the time we get to 2025, the highest grade may be a 10, or, who knows, it may even go to 11!

The new grading structure (see Table 1) means that there will be three grades (7-9) covering the previous two grades A and A*, with Ofqual and the Department for Education (DfE) presenting grade 9 as a 'Gold Standard', superior to the A*. Last

summer the first 1-9 graded GCSEs were examined in Maths, English Language and English Literature. This summer another 17 subjects will join them, including the sciences, some modern and ancient languages, humanities such as History, Geography and RS, as well as Music, Drama and Art. Summer 2019 will then see the first examination of a further 16 GCSEs including Ancient History, Design and Technology, Psychology, Business and other modern foreign languages.

Mix and Match

Because the changes are being rolled out over several years (between 2017 and 2019) as has been the case for new A Levels, many students will hold a combination of number (9-1) and letter grades (A* to G) as they will have sat a mix of new and old GCSEs. Another variation can be found with iGCSEs, frequently offered in the independent sector, whereby schools can choose whether to teach a 9-1 graded syllabus or an A*-G syllabus for many



of the popular subjects. Meanwhile, Cambridge Assessments' introduction of their new 9-1 exams runs to a slightly different timetable, so that German GCSE (graded 9-1), for example, will first be examined in 2018, but German iGCSE (graded 9-1) will not be first examined until 2019. Yet another complication is that these changes are only happening in England, since Wales and Northern Ireland are not introducing the new 9-1 grading scale for any of their GCSEs. All this will compound the confusion of universities and employers, already feeling stymied over the changes to A Levels and the resultant decline in AS Levels. Universities will simply deal with the applications they have in each cycle, doing their best to make sense of the mix of GCSE qualifications. However, the long-term effects on the next few cohorts of students whose employment opportunities might involve selection on the quality of their GCSE grades are unknown and will probably remain so.

The High end – who will be on Cloud 9?

There was a small flurry in the Press last summer when Dr Tim Leunig, Chief Analyst at the DfE, tweeted in a personal capacity that he estimated that just two pupils in England are likely to get all top grades (9) in the new GCSEs when they are fully rolled-out. So, how did the first cohort do?

In total, 508,950 students took all three new examinations last summer. In Maths, 3.5% achieved a 9 compared to the 5.7% who were awarded an A* grade in 2016. However, around 20% of candidates achieved 7-9, equivalent to A to A*, whereas in 2016, just 16% achieved A* or A in Maths. In English Language, 2.6% achieved a grade 9, the lowest proportion of the three reformed subjects, compared to 3.4% who were awarded the A* grade the year before. However, 17% achieved 7-9 in English Language, a higher proportion than 2016 when just 13.5% were graded A or A*. In English Literature, 3.3% of entrants were awarded grade 9, compared with the 5% who gained an A* grade in 2016. About 19% got the top three grades in English Literature compared to 21% achieving A* or A in 2016. There were 47,100 grade 9s overall, two-thirds of which were achieved by girls, and two thousand and fifty candidates gained a clean sweep of three grade 9s.

So, when students take eight to twelve GCSEs in England this summer, will there really be only two students who achieve all 9s? The TES reported that Tom Benton, a Cambridge Assessment researcher, said that it was more likely to be in the hundreds once all the subjects had been phased in. He has devised a formula to enable a grade 9 to be awarded. Initially, Ofqual had been planning to award the grade 9 only to the top 20% of candidates achieving marks of grade 7 and above. Following a consultation, Ofqual confirmed that the Benton formula would be used to determine how many pupils achieved a 9 instead. The proportion of pupils getting a 7 in a subject are divided by two, then seven percentage points are added to reveal the proportion of pupils receiving the top grade. The rule is only to be applied in the first year of the new GCSEs, after which the boundaries will be based on a 'mixture of statistics and examiner judgement'. Since almost all students take Maths and English GCSE, we can use last year's data as a guide and confidently predict that somewhere between two (2) and two thousand (2000) candidates will achieve all grade 9s this summer, with the entirely reasonable possibility that the final figure will be only in the hundreds. If it does turn out that only a few hundred pupils across England will enter Sixth



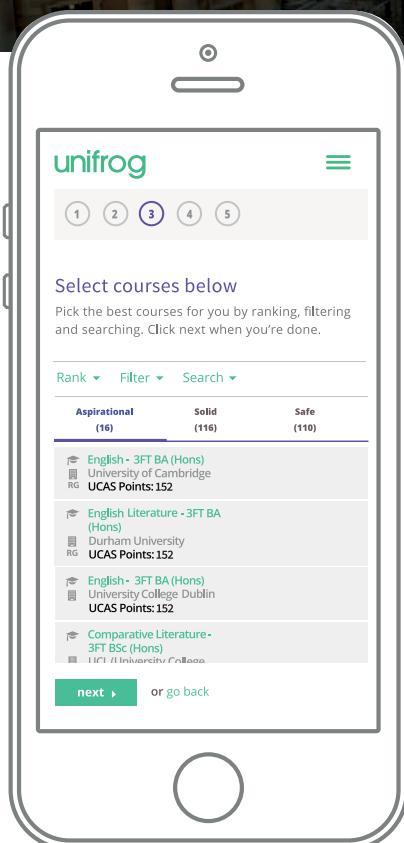
Forms with 8-12 grade 9s at GCSE, it would be very tempting for universities, and in particular, perhaps, Oxbridge and the Medical schools, to look more carefully at GCSE results and introduce some sort of points system as part of their admissions processes. Some Medical schools already do this, but it is likely to become more widespread, given the demise of AS Levels, since the GCSEs will be the most recent completed qualifications on many applications.

The Pass Grade – can we 4 C any problems?

Based on guidance from Ofqual, the DfE recognises a GCSE at grade 4 as a 'standard' pass, the minimum pass for Maths and English. Ofqual states that a 'pass at new grade 4 is therefore a creditable achievement and should be viewed as such for work or further study opportunities.' The Maths pass-rate dropped in 2017 from 71.4% achieving a C or above in 2016 to 70.7% achieving a 4 or above. However, Ofqual reported that a pass or grade 4 in Maths would have been achieved in the upper tier paper with just 18% of the overall marks. The DfE recognises a GCSE at grade 5 as a 'strong' pass and has stated that it will use grade 5 as the 'headline' measure of performance and this presumably will be reflected in schools' league tables. Confusingly, the DfE has thus created two 'pass' grades.

Deborah Streatfield, founder of careers advice charity My Big Career, was quoted by the BBC as saying that creating two pass grades was 'ridiculous' and that 'universities and employers need to decide whether a 4 or 5 is the benchmark.' A number of universities have minimum entry grades at

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GCSE level and the vast majority have a General Entrance Requirement that currently includes a C grade pass in Maths and English Language. Universities have already started setting different 'pass' grade equivalents. University College London now requires 'strong' passes (grade 5) in Maths and English Language, while Manchester University has set the benchmark at the 'standard' grade 4. A few more universities, including Bristol and Kent, are now advertising that they require grade 4 in English and Maths, but it is still too early to see whether there will be a big divide between those institutions that require a 4 and those that require a 5. What we may well see is that universities will start to make more specific GCSE requirements depending on the course applied to and that a divide will emerge between 'higher tariff' and 'lower tariff' universities with regards to GCSE scores.

So, we will be entering new territory this summer when GCSE results are published at the end of August, featuring many 9-1 grades as well as those identified by letters. We wait to see how universities will use these new profiles to select students in the future.

Marcus Allen is Head of Higher Education, Careers and Professional Guidance at Benenden School

Table 1.

New grading structure	Current grading structure
9	
	A*
8	
7	A
6	B
5	C
4	D
3	E
2	F
1	G

Points win prizes! A new form of CPD



Garry Glasspool offers trusting Teaching and Learning Care

The phrase ‘Teaching and Learning’ has had a troubled evolution. Various roles relating to it have taken on several incarnations as Heads of ‘Learning and Teaching’, ‘Teaching, Learning and Innovation’, ‘Learning and Research’, and ‘Learning and Professional Performance’, amongst many others with similar roles and job titles, sit at varying ‘ranks’ at different schools.

Why the need for so many rebrands? The kinder, less cynical interpretation is that we are getting closer to what we want, which has taken time, and going through these incarnations has been a positive experience. From my more pragmatic viewpoint, ‘Teaching and Learning’ as a field of enquiry and practice has been its own worst enemy and has become a ‘problematic’ term.

‘Problematic’ because it has come across as preachy, prescriptive and parochial, hindered by initiative overload and filled with contradictory messages. Academics and practitioners have barely been able to have a civil conversation. ‘Problematic’ because its impact on the lives of both teachers and students is a cause of constant debate and people struggle to care about it. It quickly became the Fast Fashion of education – in vogue today, contradicted tomorrow. But, worst of all, teachers feel as if they are the passive recipients of edicts from the T&L community. With each new thing they are told, each new initiative they are encouraged to undertake, they feel a little more fatigued, and sense that a bit more of their professional autonomy has been eroded.

So, why don’t we just knock this T&L lark on the head? The simple answer is because T&L is the reason most of us became teachers. Great teaching and genuine learning should be at the heart of any school, no one can argue with that, but the ‘Teaching and Learning’ movement sometimes loses its way, with its proponents coming across as educationalist magpies, ever on the look-out for the next shiny initiative. If they want to avoid that shiny object being a silver bullet sending a clear message from a disgruntled Common Room, they must remember that their colleagues want to be great teachers and stop getting in the way.

What can schools do about this? Lots, and too much to discuss in one article, but one area on which to focus is to provide some TLC – Teaching and Learning Care in case you were wondering – for our teachers through their CPD system. At Churcher’s College we have introduced a new points-based CPD system based on the model used in medical training. The joy of this system is that it puts the power back in the teachers’ hands, allowing them to navigate their own way through the

training and development options that are most appropriate for them.

How does this points system work? Teachers are encouraged to target 18 points a year, with each point equating to approximately an hour’s work. It is important to recognise any preparation and reflection time when calculating a point, e.g. attending a 20-minute twilight workshop on questioning techniques would, no doubt, require a certain amount of preparation, even if it’s just thinking through the issues, and also reflection, perhaps an informal chat with a colleague. This session could therefore be very reasonably scaled as a point. By the same token, an external CPD course could be a big-hitter, conceivably accruing 7 or 8 points, whilst the points would rain in for those who became examiners!

The school has offered a number of in-house training sessions run by members of staff with a particular interest or expertise in a particular area, such as:

- Surviving report writing season
- The psychology of the teenage brain
- The 7 steps to Excel Markbook heaven
- Behaviour management techniques
- Preparing for Senior Management
- Teaching more-able students
- Firefly and self-marking homework

Won’t this system be a huge administrative task? Well, it doesn’t have to be. Teachers are responsible for assigning their own points for the activities or training they undertake. They know how much effort it took and so they don’t need generalist tariffs imposed – establishing rigid systems often creates perverse incentives. As long as they feel able to justify their allocation within a friendly and open conversation then surely that’s good enough. Trust your teachers rather than push them to fiddle the numbers. The points tally that the teachers have recorded is subsequently included in a dedicated section of their appraisal documentation and used as a discussion point with either their line manager or the Headteacher.

Another benefit of a system like this is that you get to use much more of the experience and know-how that already sits in your staff body. That excel guru who usually sits quietly creating wonderfully colourful spreadsheet art is allowed to shine, displaying the skills that will benefit others. Or the Head may give a talk about what is being looked for in applications to senior management posts, which benefits the staff by showing them that the Head cares about their career progression. There’s much to be positive about.

Hypocrite, I hear you cry. At one moment you are lamenting the proliferation of shiny new initiatives and the next you're launching one of your own – a CPD points-based system. I only feel partially guilty. Yes, it is a new wrapper (well, second-hand, since we borrowed it from the medical model), but it allows our teachers to pursue what they see as good training. They request the courses we put on, they run them and they attend. It balances out the one-size-fits-all training edicts model. As teachers continue to worry about the erosion of professional autonomy, this puts power back in their hands.

Doesn't this all sound too good to be true? As with any whole-school programme there are difficulties: ensuring some

level of accountability within autonomy; maintaining the momentum of new initiatives beyond the launch-hype; dealing with concerns about missed targets. All of these require constant consideration, but so does anything worthwhile. The system is not transformational – we have always had excellent lessons being delivered by highly committed teachers – but it is helping and we are getting very positive feedback on it. No doubt there are areas to improve upon, but we certainly get the sense that 'Teaching and Learning' is shedding its 'problematic' image and teachers are asking for more of it, not less. We'll take that.

Dr. Gary M. Glasspool is Head of Teaching and Learning at Churche's College, Petersfield

HERE & THERE

Bancroft's Taal

In March over 250 pupils from year 7 to year 13 at Bancroft's School took part in the annual Taal event. With its fusion of dancing, music and acting, Taal is more than just another School production; it brings a touch of Bollywood colour and glamour to Bancroft's. Over 16 years it has grown to become an integral and much anticipated part of the School's cultural life. The event is totally student driven, with members of the Bancroft's Hindu, Sikh, Buddhist and Muslim Society (HSBM Society) writing, choreographing and directing the event. The students assume full responsibility for everything, from finding sponsorship from local businesses to sourcing costumes.

Taal is a major fund raiser for charities and this year it is supporting three charities: United World Schools is a charity which is transforming the lives of some of the poorest and most vulnerable children in the world through educational opportunities and the money raised will support Bancroft's partner school in Cambodia; Pan Asian Women's Association provides education for teenage girls in 32 Asian countries aiming to lift these girls out of poverty; and SOS Children's Villages which aims to give orphaned and abandoned children a family, a community and a future. This year Taal raised an incredible £27,000 to support these three very worthwhile causes.

Councillor Linda Huggett, Mayor of Redbridge, enthused about Saturday's performance. 'I was so pleased to have been invited to Taal. The students showed so much talent and enthusiasm and gave a magical theatrical performance full of wonderful music and dancing. Cultural events like this help bring our communities together and help us celebrate the cultural diversity which is in the Borough.'

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.



'Nothing to worry about'

OR Houseman is doing his best to keep calm as the inspectors call

One Monday morning in the second half of the Lent term the headmaster made the announcement he had been telling us to anticipate for two years:

"I have this morning received a phone call from ISI. We will be inspected on Wednesday and Thursday this week."

Perhaps he had expected a little more than the somewhat indifferent response from the common room, but he continued with his clearly well rehearsed inspection announcement speech. "Of course this inspection is nothing to worry about. Our practices are all excellent, we need change nothing. We shall carry on exactly as normal, giving the inspection no thought whatsoever. It is very much business as usual. In fact I am delighted that we have this opportunity to show the world how good we are."

For the rest of Monday and Tuesday we heard quite a lot about the inspection about which we had nothing to worry. For the last two years a member of the "Senior Management Team" had overseen preparation for the anticipated inspection and regularly told us exactly what we needed to do and to change. There had been regular meetings, regular internal inspections and regular emails. These communicated not only all official documentation, but also any new information, not published officially by ISI, deemed relevant. Much, it seemed, had been clandestinely acquired, and gave suggestions as to particular interests and enthusiasms of current inspection teams, as inferred by other recently inspected schools. The document outlining the National Minimum Standards is regularly updated and redistributed, the most challenging aspect of which is remembering the latest name or acronym for the document. To refer to it by a previous name is one of the worst possible crimes in the inspection world. Even worse, of course, is to follow a guideline from a previous edition of this manual, which is no longer included. (Those with an interest in long term inspection planning should not forget such guidelines completely, however: they may well be reintroduced in a subsequent review.)

In our previous inspection the main area of concern had been medical procedures. One housemaster had had a slightly uncomfortable moment when his inspector counted one fewer aspirin pill in the medical box than the medical records suggested should be there. The housemaster and the school seemed to get out of trouble by claiming that he had taken a pill himself that morning, and had not yet recorded it, but it seemed a close thing. In another inspection, recording of fire evacuation procedure had been scrutinized and found somewhat wanting. After one particular incident, one housemaster had recorded in the centralized electronic file an evacuation time of 6 minutes; another recorded 8 minutes. The discrepancy nearly cost the school its inspection report. (All children had been evacuated safely, but the inspector had little interest in that aspect of the procedure.)

This year the inside information suggested bathrooms and washing facilities would be the main area of concern.



Within the last two years the regulations in the National Minimum Standards had published new figures and we were therefore certain that these would constitute a crucial element of the inspection. They stipulated the minimum requirement of standing washbasins (two for every three boys), showers (one for every ten boys) and bathtubs (one for every twenty five boys). A house providing a shower for each individual boy but only one standing washbasin for every two boys would fail the inspection. Stated adherence to inspection regulations is more important than the practicality or quality of the facilities being inspected, but the washing facilities in every boarding house in the school were nevertheless upgraded. The boys sometimes had to queue for the showers, but there were plenty of standing washbasins: we could not possibly fall foul of the washing facility aspect of the inspection. The Works Bursar, a man who clearly enjoyed the bureaucratic complexity of National Minimum Standards, became so confident about the quality of washbasins in every house that he even posted warning notices about hot water in each bathroom. "Danger: hot water. Temperature could exceed 70 degrees."

The most concerning aspect of the contemporary pastoral inspection however, is the interview with an inspector, and this was the element which prompted the extra meetings and most urgent discussions on Monday and Tuesday. Preparation for the interview (which of course in no way interrupts our usual working procedures, as it is very much very much 'business as usual') involves studying likely inspection questions, working out what they mean, and learning the correct answers. A school and its teachers are not assessed on what they do: they

must give the correct answers to the inspectors' questions about current doctrine. One needs to learn, for example, that locking the doors at night and checking that the pupils are in the house is considered 'good practice'. Of course it is, what else would a housemaster do? Just doing it is not enough, however, because the inspector is not actually going to inspect the work the housemaster does: he is only going to ask him about it. But even then, it is not entirely straightforward. The inspector is not likely to ask: "Do you check that the pupils are all in the house and lock the doors at night?" However, he could possibly ask: "How do you support the school's policies on 'Safeguarding'?" This is why preparation is so important: who could possibly know what 'Safeguarding' means without hours of preparation and practice of the inspection catechism? If the housemaster being questioned misses this opportunity to tell the inspector that he checks the pupils are in and then locks the doors 'in order to support the school's policies on safeguarding', then his house could fail the inspection. Similarly, one needs to know exactly how inspectors would like paperwork to be organized. A boarding house could be populated by blissfully happy children who are thriving in everything they do, and whose parents are

delighted with their education, but if the housemaster keeps his records in a written diary, as opposed to the officially approved electronic version currently favoured by the school's leading IT enthusiasts, the inspection will be failed. A house could be full of bullies, thieves and miserable boys, but as long as all complaints about life in this house have been logged in a satisfactory manner, the inspectors will be happy.

At least, this was the perception of inspection which the supposedly unobtrusive inspection preparation programme had instilled in the housemasters. In reality, the experience was remarkably painless and we passed the inspection with a grade of 'outstanding'. (There is only one other grade: 'fail'.) Perhaps the anxiety and scrutiny of minutiae for the previous two years had been worth it after all. However, there was one minor criticism: the inspectors tested the temperature of the hot water and found it to be less than 70 degrees. The Works Bursar was instructed to remove all of his warning notices. Failure to do so would result in automatic failure of the next inspection.

OR Houseman is counting his blessings – and his aspirins

HERE & THERE

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Robotic arm at Pocklington School

A whole new world of robotics has opened up to pupils at Pocklington School with the arrival of a mechanical arm to its new Art and Design Technology Centre.

The Arduino Robotic Arm can pick up and move items and be programmed to move a camera or track movements. Head of Design, Steve Ellis, said: 'The arm is allowing me to move from teaching about robotics on video to actually allowing students to interact with the real thing. The new dimension it brings to lessons is inspiring all our pupils, not just those with a particular interest in engineering or computer programming. They are really thinking about robotics and control and testing out their theories.'

Projects inspired by the new robot include creating a camera mount to turn the robotic arm into a motion control camera, and adding wheels to its motor control board for extra movement. Cross-curricular projects with the Computer Science department are also planned.

The robotic arm was donated by school parent Richard Yeomans, founder and Managing Director of York-based Tesla Automation, which designs and manufactures electrical control panels and systems. He said: 'Creativity and innovation are absolutely central to electrical engineering. I'm keen to encourage students to think afresh about how engineering and computer science are of real practical use in our everyday lives. The wealth of talent and creative flair among today's students is what businesses like mine need to encourage in order to remain at the forefront of electrical engineering.'



School food from the industry's best



Congratulations to the Independents by Sodexo chefs who recently scooped the top spot at Hotelympia's La Parade des Chefs, one of the industry's most prestigious culinary competitions.



independents
by **sodexo** *

Addressing the languages deficit



David Walker-Smith confirms the vital importance of languages for the future

The day after the referendum result, language teachers across the country found themselves having to rebuff the idea from some students that this meant there was no longer any need for them to come to language lessons! The students were, of course, wrong and the recently published British Council's 'Languages for the Future' study usefully identifies that Spanish, French and German remain among the top five languages the UK will need following our exit from the European Union.

The nation's schools face an on-going challenge in providing these, due to the predictable and inevitable effect of the ill-advised dis-application of Modern Foreign Languages as a compulsory subject in 2002. This led to fewer and fewer students studying languages at school and then university, and, therefore, a smaller and smaller pool from which to recruit new language teachers. In fact, universities now often struggle to fill places on MFL teacher training courses. There is no doubt that it is time for MFL to regain its previous status and to be valued in the same way as STEM subjects, as the report suggests.

At Farlington School, in West Sussex, we guide future Year 10 students to a balanced curriculum, which includes at least one modern foreign language, as we regard this as part and parcel of a good, rounded education. Our message is that, yes, languages are not easy to learn for many Britons, but language qualifications are respected by both society and commerce, they

can be tremendous fun when taught well, and are an invaluable personal and business skill.

Farlington's language department has a unique approach to teaching modern languages. Each classroom includes a small stage on which girls enjoy performing the foreign language sketches they create together. Seating is either round-table or theatre-style, allowing girls to interact easily with each other and the software. Active learning engages and challenges children's thinking using real-life and imaginary situations.

Prep pupils are taught French from Reception and Spanish from Year 3, with extra-curricular clubs in German and Mandarin. In Years 7 and 8 girls are taught Spanish and French, with German added to the mix in year 9 and Italian in Year 10. Multilingual staff and a flexible timetable ensure that students are able to study their preferred combination of languages, which makes a huge difference to their motivation.

We need schools, parents, language organisations and government to work together to address the current language deficit and ensure that our young people are equipped for the international world – Brexit or no Brexit – that they will soon be entering.

David Walker-Smith is a linguist who is Head of Curriculum at Farlington School, an independent girls' day and boarding school from 3-18 in Horsham, West Sussex



DancE=MC²



Becky Curtis and Nicola Griffiths celebrate STEAM at Ipswich High School

Being a dancer in an educational setting allows me to demonstrate the value creative subjects have on the curriculum as a whole and the skills they give our students not only in Further and Higher Education, but also eventually in the world of work.

It seems that not a day goes by without an article about the power of creativity and how it plays a vital role in developing young people's transferable skills, and also providing talent for what is a thriving industry from an economic point of view. The University of Suffolk provided a statistic at our recent careers talk that shows careers in the Creative Industries currently account for 1 in 20 jobs, contributing £84.1 billion a year to the UK economy. By 2020, these figures are expected to show that Creative Industries will be one of the top three areas of employment in this country.

The huge government push for students to study STEM subjects (Science, Technology, Engineering and Mathematics) in response to the fear that students were not making enough progress academically in areas vital to future industry, led to a great increase in the number of students choosing to study these subjects for both GCSE and A Level. In the last fifteen years, the numbers studying STEM subjects and the standard of their attainment has risen across the board, leading to more students studying STEM related degrees and seeking employment in these fields of work. However, as last year's study by the Higher Education Policy Institute reflected, the prioritisation of STEM may have been at the expense of other subjects. The Joint Council for Qualifications states that entries for Creative Arts

subjects suffered a 6 per cent decline in 2016 and this figure declined further last year. The study also states that the number of students opting to study Design has dropped by a staggering 42 per cent and these findings indicate the lowest levels since the STEM initiative started in 2000.

This latest research gives the impression that STEM may perhaps be a little short-sighted and also too restrictive. All learners benefit from working creatively, not only to express themselves, but also to allow greater scope for lateral thinking alongside the logical.

This has led to a revolution in the thinking behind STEM in order for the Arts subjects to be included and not left behind, which is why here at Ipswich High School we are championing the STEAM initiative instead (Science, Technology, Engineering, Arts and Mathematics). The inclusion of Arts subjects gives our learners both a greater breadth in choice, but also the chance to develop skills that other subjects do not always allow for. Learners are encouraged to study across a broad range rather than confining themselves to a narrow field. All creative subjects will involve some kind of project-based or research task which will require students to: meet a brief; express and develop their own ideas; understand how to problem-solve; work independently and co-operatively; show innovation; take an existing idea, concept or product and improve them; encourage people to look at things in a different way; and present an idea with conviction and passion. Such attributes could easily read as the person specification for a corporate job application.

With this STEAM initiative in mind and looking for ways



to promote collaborative learning, I approached our Science Department with the idea of combining both Science and Dance. Dance has been growing considerably as a subject since its establishment in the curriculum in 2015; and with Science Week a big feature in our calendar, I saw an opportunity to show our students not only links between the subjects, such as Anatomy and Physiology, and the Physics behind Ballet, to name two examples; but also how they could use their scientific knowledge to actually create dance.

To give you a better idea of what this looks like in practice, we currently have each class looking at a specific topic that directly links to something that they have either already studied or are currently learning in one of their Science subjects. As a result, the classification of animals, forces and motion, wave formation, radioactivity and the solar system are all featured in work happening in the dance studio, amongst many other topics.

Nicola Griffiths takes over

Art and Design are poised to transform our economy in the 21st century, just as Science and Technology did in the last century. It would seem to be logical for schools to focus on STEAM, rather than STEM, if they are to educate pupils who will be able to meet such challenges as global warming and healthcare provision.

The STEAM movement has gained more notice in the last decade with the recognition that incorporating art helps students to adopt more risk-taking approaches and encourages them to be more effective in creative problem solving. Steve Jobs once said in an interview, 'technology alone is not enough', and demonstrated this in his work, from Apple to Pixar, where his scientists, programmers and technologists worked co-operatively with artists and designers. The American Rhode Island School of Design (RISD), recognises the STEAM approach as a comprehensive education model, allowing students to study art and design at RISD alongside science or technology at Brown University, leading to joint degrees. Whilst we are not quite at this stage within UK universities, schools are certainly promoting STEAM.

At Ipswich High School, we acknowledge that 'true' STEAM experiences involve incorporating two or more disciplines from STEAM in an authentic way. Authentic refers to the ability to teach and assess a concept through each discipline in a combined approach. Our most recent successful project has involved our pupils using the mode of dance to interpret complex abstract topics in the science curriculum. The Heads of Science and Dance have worked very closely, sharing schemes of work and discussing common student misconceptions – for example that plants obtain their food from the soil and that planets orbit the sun in a circular pathway. Beyond school, dance entities such as Rambert, Hofesh and, more locally, Dance East, all employ a Scientist in Residence, and the Institute of Physics recently commissioned Rambert to choreograph a dance to illustrate colour and the electromagnetic spectrum.

Within Ipswich High School, our Year 7 pupils have been interpreting the concepts of hierarchical groups in animal classification, planetary movements in the Solar System and the biochemical reactions of photosynthesis, through exploring intricate movements and interactions with one another. Our Head of Dance actively encourages pupils to develop their own ideas through discussions around scientific concepts



they have studied and through experimentation of different movements. This creative method has been extended to all our pupils from Year 7 to the Sixth Form. I recently observed an excellent dance piece developed by Year 10 pupils, depicting the effects of pathogen invasion. I did not know in advance what the concept being interpreted was, as I wanted this to be part of the test. The dance captured the effect of the attack of the pathogen, followed by the responding defence system, and a display of the symptomatic effects of the infection. There were different movement speeds, different manipulated body shapes and different interactions between the pupils. After the dance, I talked to the pupils involved to see whether they had understood the concepts they had just performed. Not only was I greeted with the terms 'lymphocytes' and 'phagocytes', but there were references to 'specific antibodies' and the 'primary immune response'. Science teachers have since followed this up and report greater pupil understanding and increased pupil engagement in class.

This recent collaboration between dance and the sciences is the start of Ipswich High School's STEAM movement. Numerous other activities are taking place during this academic year, which are being carefully planned through collaboration across the STEAM disciplines. We are convinced that our approach is going to develop multi-skilled pupils who are able to 'question like a scientist, design like a technologist, build like an engineer, create like an artist and deduce like a mathematician'.

Becky Curtis is Head of Dance and Biologist Nicola Griffiths is Deputy Head at Ipswich High School

The careers of the future



Daniel Keller passes Go and investigates careers
Snakes and Ladders

If you were 14 years old, what careers might it be smartest for you to aspire to?

The world of employment that the students of today might consider is likely to be a landscape that looks radically different from the job opportunities available now. So how should they be thinking about their pathway into post-school education, training, and beyond? Before jumping into specifics, I first want to examine three transformative technologies.

The first of these developments is Artificial Intelligence and, as an illustration, I'll tell you about a computer program called AlphaGo Zero. The previous version of the program, AlphaGo, was trained to play the complex strategy game Go by using thousands of human amateur and professional games – and then it beat Go grandmasters. Pretty smart. But AlphaGo Zero skips this step and learns to play simply by playing games against itself. In doing so, it can quickly surpass human level of play, and then defeat the previously champion-defeating version of AlphaGo by 100 games to 0. So not only are humans no match at all for this computer program, but the really amazing thing is that AlphaGo Zero can teach itself.

The next important technological development I'd like to examine is blockchain. You've probably heard of Bitcoin, which is a cryptocurrency built on blockchain. But blockchain itself is much more interesting. What is blockchain? It's a secure transaction ledger database that is shared by all parties participating in an established, distributed network of computers. It records and stores every transaction that occurs in the network, essentially eliminating the need for 'trusted' third parties. This sounds very dry, until you consider that the third parties that might not be necessary any more include banks, and maybe even government.

The last technological change to consider is one that everyone is familiar with – the movement of almost every element of human activity online. Shopping, dating, fitness, work – you name it, over the last 20 years it has moved on to the web. The 'Internet of Things' is transforming how we live.

So where does this leave our 14 year-olds, considering what they might want to do for work when they grow up? After examining lots of the data we have at Unifrog around a number of areas including labour market information and employment projections, I've picked 3 careers that I think will be amongst the biggest winners, 3 that will remain unchanged, and 3 that will be amongst the biggest losers.

First for the 3 biggest losers.

Drivers

A recent study found that in the US, once you take costs into account, Uber and Lyft drivers' median hourly wage is just

\$3.37, a situation that isn't too rosy here to start with. But with driverless cars in advanced development, powered by machine learning technology similar to AlphaGo Zero, this type of job will probably disappear altogether.

Retail workers

In developed economies, bricks-and-mortar shops are closing. The simplest reason is that Amazon and other large online shops are eating retail. Between 2010 and 2016 last year, Amazon's sales in North America quintupled from \$16 billion to \$80 billion.

Investment analysts

Investment analysts are responsible for working out how investment companies should invest their funds, and salaries for people at the top end of this profession can reach millions of dollars a year. The problem for people doing this job is that some of their bosses are already investing in their own Artificial Intelligence programs, similar to AlphaGo Zero, on the basis that the programs will be much better at analysing investments – and won't have to be paid a salary! So it's not only low-end jobs that are being squeezed by Artificial Intelligence.

Now for 3 careers that I think will be unchanged.

Teachers

Books were once very expensive and the preserve of the rich, but now the web has made billions of books and the knowledge they contain available to anyone with an internet connection. Some people thought that the easy availability of online courses such as MOOCs (Massive Open Online Courses, where institutions like universities put parts of their degree programs online), would kill off universities, but in fact university education has become ever more sought after, with applications per place for the top international universities climbing steadily. So, while shop workers are being laid off as bricks-and-mortar shops are closing, face-to-face teaching is proving resilient.

Lawyers

Blockchain promises to record and store a record of every transaction that occurs in a network. Many people believe it can transform how legal processes work, because once a contract is agreed on the blockchain, it does not rely on an external legal system to enforce it. So this spells the end for the legal profession, right? No! Because lawyers are likely to be needed to help draft these blockchain contracts. The only thing is that lawyers might need to start to learn how to code...

Musicians

The music industry was shaken by the rise of the internet because it became easy for people to download or stream music for free.

However, despite the fact that so much of our lives has moved online, people still like to have offline experiences, fortunately for musicians, who can continue to make good careers, with most of their money coming from live performances.

Lastly for the 3 biggest winners:

The unemployed

Obviously it's contentious for me to pick the 'career' of being unemployed as one of the big winners of the future, but let me explain. The basic point is that the rise of Artificial Intelligence might mean that many jobs become defunct, leaving vast swathes of each country's population unemployed. How will governments deal with this? One way is to tax big companies more, and then use this extra money to provide all citizens with a Universal Basic Income (UBI). In this model, everyone, no matter whether or not they work, receives a basic income sufficient to allow them to survive without working for a living. This isn't a pipe dream. UBI is currently being trialed in Canada, Finland, Sweden and the UK, amongst other places. One point to note is that the UBI doesn't mean you don't have to work, it just means that you are guaranteed a basic income. So it might have the effect of freeing people up to follow the career they've always wanted to do, but previously haven't had the financial security to pursue.

Energy scientists

The work being done on Artificial Intelligence and applications for blockchain technology is very smart indeed, but these

technologies also require vast amounts of computing power, and for this they need equally massive amounts of electrical power. Famously, the people who got richest in the various gold rushes in history were the people who sold the spades for digging. It seems likely that the people who will do best out of the rise of these groundbreaking technologies will be the individuals who can help us generate the power we need to run them.

Computer scientists

Given how every aspect of our lives has moved online, it's no surprise that the median salary for software engineers (\$92,660) is about twice that of the median US salary overall (\$46,440). I think that rapidly evolving Artificial Intelligence and blockchain technologies will see programming skills become even more valuable. I would go as far as to say that while AI computer programs can now interpret natural language (think of Apple's Siri or Amazon's Echo), you won't be able to participate in the global discussion unless you learn to code. Aiming to become a computer scientist is a very good bet for the future.

At Unifrog, we've been closely monitoring these trends and keeping up-to-date on the pathways required to access the jobs of 'tomorrow' – please do get in touch to continue the conversation or if you'd like to find out more about the work we do.

Daniel Keller is Head of Business Development and Delivery at Unifrog

HERE & THERE

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Success on the ski slopes

Skiers from New Hall School, Chelmsford, have returned triumphant from Pila, Italy, with a record haul of 10 medals from the Artemis Inter-School Ski Challenge 2018. As a new entrant to the race five years ago, when the school came last, there was a special commendation from judges for winning 3rd place out of 90 British schools, a rate of advancement of a school ski team was 'truly exceptional'.

Training on a 180m dry ski slope in Brentwood, the team competed against schools from throughout the UK, including some that are internationally based with Alpine locations. 36 New Hall students, aged 7-17, took part in demanding Slalom and Giant Slalom events across the two race days, the largest school ski team among the British schools competing. The sport has received significant investment in recent years and Principal, Mrs Jeffrey, said: 'We are incredibly proud of the resilience and collaboration shown by our dedicated ski team. To be awarded 3rd place out of 90 schools and to win 10 medals was a brilliant result. It was a great reward for all their hard work and it was a joy to celebrate with the team.'

Allegra Martin, recently returned to the slopes after a battle with cancer, took home a gold medal and two silvers, finishing as one of the top medal winners of the competition. Allegra said: 'I had cancer in February and was unwell for six months. It was a difficult time for me. To win three medals and to be part of the New Hall team winning 3rd place overall, was very special.'



Opportunities in global education



Daniel Emmerson celebrates the IDEALS of Round Square

In January 2018, Felsted School hosted the Round Square regional conference for Europe and the Mediterranean. As a global member school, this was an incredible honour in that we were able to host 180 participants from 27 schools while we focussed on one of the organisation's core values, Democracy.

The conference allowed for our pupil delegation to challenge themselves through conversations regarding the concepts of Democracy, as they explored differing viewpoints, listened to keynote speakers, participated in workshops, presented to the adult delegation and contributed to our themed performing arts session. In spite of its success, however, the conference had much broader implications for us as a school. We wanted to engage our young delegates on the subject of Democracy and to forge ties and connections with peers from different countries,

so that their friendships and potential future partnerships were instigated on the basis of a value that is becoming increasingly threatened and challenged around the world.

The Round Square values are encapsulated by the IDEALS, a fitting acronym that stands for Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. Each Round Square conference that is held at schools around the world, is themed according to one of the IDEALS, so that a focus is retained on the principles of the organisation and the benefits of creating an awareness and engagement with them. Indeed, the adult delegates (typically a Round Square Representative and the Head of each school) are invited to take part in collaborative activities and sessions that are similarly themed, with the intention of inspiring them to develop their





own curriculums, initiatives and ideas once they return home.

Our students decided that Democracy would be the most suitable theme for our conference, particularly after the BREXIT referendum in the UK and also the swearing in of Donald Trump as President of the United States of America. Although neither of these things is essentially a threat to Democracy, or indeed international opportunities, the rhetoric seen in the press and on social media highlights the importance of engaging with these subjects through the lens of a conversation on democratic voice and free will. What better place to do that than at an international conference, where the students attending will inevitably be working with people from different countries and cultures.

The future of our pupils is at the forefront of everything we do at Felsted. Providing opportunities for each child so that they are not solely capable of passing exams but that they also have a desire to solve problems creatively and to collaborate with each other is becoming increasingly crucial. Never before have we seen the world as globalised and as fluid in cultural identity as we do today, and this poses a myriad of benefits. It also presents a number of challenges, in that the options available to our pupils are both wider and more competitively sought. Preparing them in a way that encourages cross cultural collaboration along with the motivation to uncover the benefits of diversity therefore remains a priority.

Our conference worked as a springboard for exploring these topics within our student body, and the Round Square IDEALS helped to facilitate the dialogue, while simultaneously allowing for discussions concerning other opportunities within the organisation. Exchanges to the USA, Spain, China, Germany and many other countries are on the increase at Felsted; the intrinsic value of experiential education is becoming more broadly recognised; and participation at conferences around the world is on the increase. As the Director of Global Education, I can only re-emphasise my opinion that these opportunities, alongside their essential classroom lessons, are what children need, regardless of where they might study or which country they are from.

When it comes to creating such opportunities for pupils, it is the notion of themed collaboration with a specific end goal that is most important. In order to ensure that this happened at our

conference, our delegation was split by nationality into 5 separate, pupil-led workshops. Each workshop focussed on a number of questions concerning democracy and free will, and underpinning those questions were real live examples from contemporary media sources. The pupils discussed each of these questions in groups, knowing that their results would be presented to their Heads and Round Square Reps at the end of the conference. The resulting presentation involved a two-hour discussion that was chaired by two Felsted pupils, and engagement from the entire delegation was absolutely superb. The comments and the feedback that came from each participating school cast hope on the next generation and their involvement in shaping the world of tomorrow.

Although the conference was a key area where our school was able to uncover a deeper layer within the IDEALS, we are continually looking to achieve this in as many areas of the school as possible, through the International Baccalaureate, MUN (Model United Nations) or the International Summer School. Indeed, the Summer School offers an entire Global Studies programme, hinged on Global Citizenship, Leadership, Politics and the Art of Negotiation. Although the experience of that programme is different from the conferences, in that students live and work together for up to six weeks throughout July and August, the premise is very much the same: students overcome the potential barriers of nationality, culture and language to engage with each other on some of the most important political subjects of the globalised landscape around them.

The future is in our pupils' hands. They will be responsible for making the decisions and for taking the initiatives that will shape the future of our society. The key is to connect our pupils so that they are able to work productively alongside each other, regardless of where they might be from. This often amounts to an experience that they relish and it is my deepest hope that their memories of each opportunity will last a lifetime. Utilising cultural differences is essential for innovation and best practice in the modern age, and at Felsted we do all that we can to allow for as many opportunities as possible, so that the next generation can truly make a positive impact.

*Daniel Emmerson is Director of Global Education
at Felsted School*

Education for a better world



Jane Drake shows how the IB develops international-mindedness in students



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Headlines have revealed that PISA tests will not only assess a teenager's ability in reading, maths and science, but will compare how well young people understand other cultures. This is a significant move from the Organisation for Economic Co-operation and Development, whereby students will now be asked questions about fake news, global warming and racism.

How are our students understanding current affairs? They hear daily analyses of the actions of governments across the world, with environmental disasters being balanced by a 'good news' story if they are lucky. If they are being exposed to these events for the first time, do they find themselves uncertain and unable to uncover truth from spin? As educators, it is our job to ensure that students can decipher fact from fiction to become global leaders of the future.

The Global Education Monitoring Report 2016 by UNESCO – commissioned to monitor progress towards the education goals in the United Nations (UN) 2030 Agenda for Sustainable Development – highlights the need for a major transformation in education to enable future generations to meet the challenges facing people and the planet. To have a chance of achieving the 2030 Agenda, students require insight into people and cultures across the world coupled with a concern for the well-being of the global community. Different education offerings need to cater for a greater global consciousness, and there is a long way to go.

The discussion around what makes for an effective education has been an agenda item for decades, but few would dispute that we need to raise young people who are well prepared for life in an inter-connected 21st century, and are also able to contribute to a better, more peaceful world. This is the driving principle behind everything that IB World Schools do: 'education for a better world'. The IB aims to go beyond academic success, by developing young people who not only have the capacity but also the motivation to be global change makers through inter-cultural understanding and, importantly, respect. This is brought to life through the unifying thread found throughout all four IB programmes – the IB learner profile, the organisation's mission statement translated into a focused set of learning outcomes for students to develop during their courses, which aims to inspire, motivate and focus the work of schools, teachers and students alike.

Young people benefit from an education that has a strong international focus, drawing from cultures around the world. For IB students, this means studying a broad range of subjects throughout their studies, with a special emphasis on learning languages – at least two are required for IB students.

The learning style in an IB classroom encourages students



to become responsible, active members of their community. Students learn to empathise with others; value diverse perspectives and cultures; understand how events around the world are interconnected; and solve problems that transcend borders: they learn to explore both sides of a story.

The Theory of Knowledge (TOK) course in the IB Diploma Programme (DP) for students aged 16-19, is just one of the ways that the IB encourages inquisitiveness within its pedagogy. TOK inspires students to reflect on the nature of knowledge itself and to question claims of truth, so they are encouraged to act upon narratives individually, in turn developing responsibility for the world around them.

The key to achieving the vision of the 2030 Agenda is to develop international-mindedness in the next generation. International-mindedness is a world view in which people see themselves connected to the global community and assume a sense of responsibility to its members – humans, other living things and the planet. It is an awareness of the inter-relatedness of all nations and people and a recognition of the complexity of these relationships. Internationally-minded people appreciate and value the diversity of people in the world and make an effort to learn more about them. They exhibit personal concern for all people, and this manifests itself in a sense of moral responsibility to other people and a commitment to the values of a community. They are also aware of both the immediate

and long-term consequences of human behaviour on the environment and on global societies.

Evidence suggests that a generation able to apply knowledge to challenges and think laterally to find solutions will achieve this vision. Curricula designed to offer a holistic education are an optimistic alternative to most educational programmes. Education really is the world's global language, a unifying thread that brings individuals and countries across the world together. Syllabi should be relevant to the student's local context, but curricula should all share a common goal.

Schools committed to an internationally minded, holistic education are uniquely positioned to be role models of good practice to other schools. They champion an education that

reduces ethnocentrism, increases knowledge of other cultures, and promotes a concern for global environment issues.

If we are to give our young people a fighting chance to make sense of world events and to feel inspired and equipped to pursue the goals set out in the 2030 Agenda of peace, partnership and prosperity for people and the planet, then we need to offer a globally-minded education from which students will emerge confident and capable of building a future we all want to live in.

Jane Drake is head of curriculum innovation and alignment, based in the IB academic division at the IB Global Office in The Hague

HERE & THERE

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Civil War battle to be re-enacted at Bolton School

Cannon will fire, drums will sound, and swords will clash as schoolchildren from across Bolton get the chance to go back in time to the English Civil War, thanks to a grant from the Heritage Lottery Fund. A new project will see special education days staged at Bolton School to teach local children about their town's part in the Civil War that rocked the nation in the 1640s.

Roundheads and Cavaliers will then descend on 7-8 July for 'The Storming of Bolton', an exciting weekend of thrilling battles and fascinating 'living history' in the grounds of Bolton School, staged by costumed re-enactors from The Earl of Manchester's Regiment of Foote, the local regiment of the Sealed Knot re-enactment society. The Earl of Manchester's Regiment was awarded a £9,800 regional grant from the Heritage Lottery Fund towards the costs of the project, which means it will be free for local families.

Thanks to the generous support of Bolton School, the project's education days and first event in July will give youngsters the chance to see what life was like for ordinary people in Bolton in the 17th Century and also aims to improve educational access for children from across the town.

Headmaster of Bolton School Boys' Division, Philip Britton, said: 'We are very pleased to be able to share our facilities to enable this event to take place and look forward to welcoming everyone in the summer.'

David Frederick, commanding officer of the Earl of Manchester's Regiment of Foote, said: 'To be able to provide an immersive educational event like this with the ability to reach hundreds of local children is very exciting for our regiment. We'd like to say a huge thank you to the Heritage Lottery Fund and to Bolton School for making this possible.'



Attitudinal issues in schools



Greg Watson explores the downside of over-emphasising achievement

One of the largest ever studies of international schools has concluded that a significant minority of students have attitudinal issues that could be affecting their wellbeing and academic performance.

As the pressures on students to succeed increase, governments, schools and parents have become more concerned about the effect they are having on students' wellbeing. High performing schools have even been dubbed 'epicentres of overachievement', where students, to quote American psychologist David L. Gleason, 'hear the overriding message that only the best will do in grades, test scores, sports, art, college... in everything'.

The consequences of this constant insistence to achieve have led some governments, such as the Emirate of Dubai's, to make student wellbeing a measure of school success. This is not only because there is a strong correlation between student wellbeing and academic performance, but also because a happy and well student is more likely to become a contented and productive adult than an unhappy and unwell one. If we want our children to achieve their full potential in life, if we want to reduce the prevalence of poor mental health that afflicts so many young lives, we have to start by making sure that they are healthy, happy and confident in school first.

At some point, a significant proportion of children will underperform at school because they have attitudinal issues. A few may display obvious signs that all is not well, but many more will not. Teachers therefore have to look for the early, subtle indicators of trouble – poor engagement with learning and school, for instance – that could suggest that their wellbeing and confidence is more fragile than supposed.

Research has shown that if students believe they are in control of their success they are indeed more likely to succeed. Conversely, a student's lack of belief in their ability to succeed, or a fear that they do not possess the tools to learn, or having negative attitudes towards their schools and teachers, are all factors that tend to undermine academic performance.

Students' attitudes to themselves and their schools are therefore extremely important to any educator. But attitudinal issues are probably even more pertinent in international schools because their students have additional problems to contend with. Many speak English as a second or even third language and many move between countries frequently. Unsurprisingly, this can greatly affect their academic studies.

If they struggle with English, for instance, they may begin to perceive themselves as less able, because they associate the difficulties they have with the language with learning generally. If families move frequently, or their children attend school

in cities with a relatively high transience rate like Dubai or Singapore, student and staff turnover can be exceptionally high. As a consequence, students and staff have less time to get to know one another, even though the need to get a sense of the child behind the grades is arguably greater and more urgent than in less transient schools.

This is borne out by our latest study, one of the largest ever carried out in international schools and based on data from over 95,000 children aged from 7 to 16 in the Middle East and South East Asia. The study, *Global Perspectives: Pupil Attitudes to Self and School 2018*, found that although students were generally very positive about their schools and their own abilities, significant numbers were not.

The Pupil Attitudes to Self and School psychometric measure, from which the data was drawn, breaks down student attitudes into nine main factors: feelings about school, perceived learning capability, self-regard, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, attitudes to attendance and response to curriculum demands. Our study then classified student attitudes to each factor into four categories: high, moderate, moderate low and low.

On the whole, and across all factors, our study showed that approximately one in ten international students had an attitudinal problem with their own learning and their school.

Almost one in six (15%) registered low or moderately low satisfaction in their work ethic, and similar proportions said that they had poor attitudes to teachers (14%) and to the demands of the curriculum (16%). Admittedly, far more students – almost three-quarters in each of these cases – were highly satisfied with each of these factors. Nevertheless, compared to independent schools in the UK, international students tended to register slightly higher dissatisfaction in most categories.

The averages, of course, concealed some widely divergent individual findings. Take the scores of 8-year-olds in two schools in the Middle East that, on the surface, performed equally highly overall, which we will label School 1 and School 2. Almost two-fifths of School 1 students (39%) were in the bottom two categories when it came to coping with the curriculum, compared to only 16% in School 2. Only half (51%) of pupils in the former were highly satisfied on this measure compared to over four-fifths (82%) of children in the latter. Other factors showed similar wide discrepancies.

The point is that regional trends can disguise an awful lot of divergence at the school or even at class level. As a result, children will require very different kinds of support and intervention. For instance, EAL pupils who struggle with English can typically exhibit low self-regard or preparedness



for learning, even though there is no problem with their general academic ability.

Work ethic, too, can be a problem among certain cohorts in some international schools. Erika Elkady, Head of Secondary at Jumeira Baccalaureate School, Dubai, says that understanding students' attitudes is key to tackling the problem and takes from the data the message that some students are saying, 'I know how to be a good learner, but learning is hard and I'm not motivated to do or complete the work.'

What then should schools do to help students who have attitudinal issues with their education? Nicola Lambros, Deputy Head Whole School, King's College, Soto, Madrid, points out that 'as every school is different, there is no one programme, intervention or approach that should be adopted to tackle the areas of development identified through data analysis'. But she

recommends that student self-efficacy, the belief that they are in control of their learning, is key. Increase their self-regard, confidence and perceived learning capabilities, she says, and academic performance will improve.

Ultimately, as Matthew Savage, Principal of International Community School, Amman, argues, teachers cannot be expected to just 'know' their students. They have to 'peer under the mask' to truly understand them, and that entails grappling with data that reveal their often-concealed attitudes to learning and school.

Greg Watson is Chief Executive of GL Assessment (known internationally as GL Education). Download the report at gl-education.com/globalperspectives

Cranleigh hosts first technology and mental health conference



Andrea Saxel describes a positive approach to a growing problem

Heads, deputies and pastoral leads from schools across the South East gathered at Cranleigh School on 8th March 2018 to hear experts from the fields of neuroscience, mental wellness and adolescent psychology discuss the impact of technology on the mental health of teenagers.

Earlier this year Cranleigh became the first boarding school in the UK to prohibit the use of mobile phones for pupils in its first two year groups (Years 9 and 10), a move that staff believe has proved popular with parents and pupils alike. At the same time the school provided each pupil with an iPad containing educational apps and is incorporating tech-based learning into every lesson.

So much disparate research on the impact of technology on teenage mental health is being undertaken at the moment. We are embracing technology in all areas of the curriculum but have become worried about the constant use of social apps. Research shows that young people are increasingly unhappy and anxious, and to some degree this can be linked to overuse of social media apps and smartphones. Quite rightly it is a matter of concern for schools and parents alike. We felt there was a compelling need for a conference to address the issues all together. We will hold a similar conference for parents.

The conference brought together experts and educators with an interest in the impact of technology on teenage mental health to share ideas and experiences, to learn from pioneering work going on in this area, and to create a network of links and best practice. Held in partnership with leading mental health charity, The Charlie Waller Trust, the one-day conference featured keynote speeches from Clinical and Developmental Psychologist Dr John Coleman, Neuroscientist, columnist and stand-up comedian Dr Dean Burnett, founder of the Everyday Sexism Project, Laura Bates BEM, Clare Stafford CEO of the Charlie Waller Memorial Trust and Dr Andra Saxel, Cranleigh's Deputy Head Pastoral. Workshops were led by Vicki Shotbolt, CEO of ParentZone, Claire Eastham, author of *We're All Mad Here*, and Sam Cooke, Housemaster at Cranleigh.

Drs Coleman and Burnett explained the mechanics of the teenage brain, its need for sleep and help with focussing concentration, and its particular susceptibility to the addictive nature of social media apps.

Laura Bates called for schools and parents to open up dialogue about the body issues that can be caused by the perfect world of selfies, and the extreme pornography that is available for children to view on unprotected websites. She said: 'For too long, we have attempted to bury our heads in the sand, with



some naively arguing that discussions about sex, consent and online pornography risk 'giving young people ideas'. But the reality is that they are already exposed to such ideas, perhaps to a greater extent than many parents and teachers even realise. Either we give them the tools to navigate modern technology, to use it safely and responsibly and to understand the risks and stereotypes it may present; or we keep quiet, and allow what happens online to have an enormous, unchecked and potentially damaging influence on young people's self-esteem and their ideas about what sex and relationships look like. Young people need all the support and guidance they can get to navigate this terrain. We are currently living through a unique moment in history, never experienced before or again, in which a generation of non-digital natives is parenting and educating a generation of digital natives. The gulf in experience and understanding that this presents should not be underestimated. Sharing knowledge and strategies to approach these linked and complex issues has never been more important.'

Dr Andrea Saxel is Deputy Head Pastoral at Cranleigh School



If your chair could talk...



Tracy Shand asks whether it would be shaking its head or smiling approvingly

Before you add new chairs to the budget, read on. As a leader in the education world you have to set an example for your team to follow, creating a role model for both staff and students. That doesn't mean that you're floating along on a magical wave where everything goes according to plan.

Are you laughing (or groaning) at the idea of achieving Utopia as a school leader? People judge you by your actions and they start with what comes out of your mouth. Just imagine if your chair could talk – what would it tell you about the conversations you have while you sit in it?

If you could re-run the conversations you've had lately, would you change a word here or a phrase there? Would your chair be shaking its metaphorical head and exhibiting a pained expression at the approach you take?

If your conversations with your team and your students 'could be better', you can change it. It all starts with what you say to yourself.

You don't have to have lost the plot to talk to yourself. We all do it, some of us aloud, some have an internal conversation. So what does your inner voice say to you?

"I wish I had more hours in the day"

"If the students would just stick to the rules, life would be much easier"



"Can't my team learn to sort out their problems without running to me all the time?"

"I work so hard, so why didn't I get that promotion?"

Statements like this are all focused on bad things happening. If you don't 'edit' your thoughts, you'll be generating self-talk like this all the time. Guess how that's going to make you feel. Frustrated? Hard-done by? Unfulfilled? Grumpy? The next person that comes through your door is going to find out how you feel pretty quickly.

Think of your brain as being a bit like a juice machine. If you put apples in you don't expect to get orange juice out. If you put negative in, don't expect to get positive out. This means you will need to pay more attention to what's going on in your head and make a conscious choice about the things you say to yourself and to others.

The concept of wellbeing for young people is the latest buzzword. When a child is in your care for weeks at a time, it's reasonable to expect your team to pay attention to their wellbeing. Happy children work better and get better results. Parents like their children to be happy and get good results!

The business world has latched onto this concept in its latest format too, but it's not new to see staff as an investment rather than a cost. If your staff feel good, they work harder and give you fewer problems. Investments should pay dividends, not be a drain on resources.

So, to attain that Utopia of having a happy school, it's all down to the leadership approach. Does everyone understand the concept of wellbeing and actively work to promote it? And, if each member of your team owned a talking chair what would you hear it say? What would your team member be saying about you (even if it's silently in their own heads)? Could you change their perception of you and your approach by choosing more positive words?

The Blue Elephant syndrome is well-known. If you're asked to think of a blue elephant, you can bring that to mind. But what happens when you're asked to think of anything except a blue elephant? Most people immediately think of a blue elephant and then have to try and banish that image and replace it with something else. But that blue elephant is hard to get rid of! If the second task is to think of a beautiful rose, the blue elephant doesn't come into it. That's how the mind processes negative positives. So "I won't be late," focuses on 'late', while "I will be early" has nothing to do with being late.

To achieve a positive focus, you'll need to invest some time in learning to think in positive terms and not let your chair hear all those negative statements. Get into the habit of listening to what's going on in your head and repositioning your thoughts

and words into more positive statements. To start with it's tough, but when you get the habit, your team's performance will reflect your success. Now take a seat, it is time to get started.

Everyone in your school sits on a chair in one place or another. From the governors, staff and students, from Sixth formers to keen pupils in reception, we all share a common approach that is crucial to our success. Viewpoints may be different, but the need to think clearly and constructively is not. The Carnegie School of Education at Leeds Beckett University is offering a Mental Health Award for Schools. The award takes a whole school approach to mental health and covers eight key areas, each with a series of statements that schools will use to self-evaluate their current practice: Leadership and strategy; Organisational structure and culture – staff; Organisational structure and culture – pupils; Support for staff; Support for pupils; Staff professional development and learning; Working with parents and carers; and Working with external services.

Within this team, it is my task to support teaching communities and lead them to address the 'dialogue of the chair'. By changing the dialogue you have with yourself at any age, you can make changes to your mental health and wellbeing. I would advocate that when you come back in September, you add a new chair to your community – a person who will inspire your community to be, do and have what they want to move towards their definition of success in an educational world. Are you ready to change the dialogues of the chairs in your school? Are you ready to create chairs of positivity and change through information sharing? If so, your time is now – and no, the bursar does not need to order new chairs for September!

Tracy Shand has worked in boarding education all over the world for over fifteen years, developing her theory of 'Boardingology'

HERE & THERE

The Burghley Run

Celebrated as a major annual fixture in the Stamford Endowed Schools' calendar, the notorious Burghley Run was held on Thursday 22nd March 2018 bringing over 1,500 pupils from all three schools together at the same time, running the same route. Pupils from Stamford Junior School were joined by boys and girls from Stamford High School and Stamford School all starting and finishing in the same place with different routes designed for different age groups.

A long-standing tradition originating at Stamford School, the Burghley Run now includes all three schools and encapsulates perfectly the feeling of community and Stamfordian spirit, starting from as young as reception children at Stamford Junior School. Pupils of all ages are supported by their peers no matter which school they attend, evoking a true sense of belonging and sportsmanship for all.

The run, which varies in length depending on age, follows different routes around Burghley Park and, whilst it is a test of endurance and determination, it is, more importantly, a celebration of the enjoyment of outdoor sport and running in the stunning surroundings of Stamford.

Director of Sport, Mark Nasey, adds, 'What a fantastic achievement by all pupils and a sight to behold – over 1,000 students in the outdoors! The Burghley Run is a fantastic example of pupils coming together as one to enjoy sport, no matter what their age or ability. We believe that sport can play a significant role in the overall happiness, health and well-being of all our pupils at the Stamford Endowed Schools. To learn the enjoyment and reward that can be gained from a healthy, well-balanced lifestyle from as early as reception years can be hugely beneficial in later life.'

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 most compulsive internet users in the world'



Geran Jones warns against the addictive properties of social media

At a recent meeting to discuss higher education, one anxious parent asked, 'Which university course will be most useful for the job market?' University, once accepted as an opportunity to train the mind, is now viewed as a vocational entrée to the world of work. The problem confronting the current generation of school pupils is that technology, AI and currents of globalisation will continue to move the goalposts for future employment. The probability of spending one's working life in a single organisation, or even in the same area of expertise, has diminished markedly. All the more reason, therefore, not to focus on a unitary subject, but rather to cultivate a genuinely rounded education to prepare best for adaptability and resilience.

Education privileges the personal, not the impersonal. Unless the aim is to replicate the robotic in humans, schools should strive to enhance pupils' three-dimensional profiles. After all, they exist to support social development and prepare pupils for citizenship, not just to focus on management data. It behoves schools to promote cognitive flexibility, critical thinking and emotional intelligence, which already figure amongst the most desired qualities of potential employers. It is not just the application of knowledge to the real world which is important, it is the ability to work with others, to demonstrate analytical skills and have facility with language. Appreciating voice and tone in English, studying the irrational in myths or politics, showing team spirit and creativity in the public arena, all these form as essential a training for future life as do a knowledge of Maths or Science.

Developing the ability to think is a much vaunted goal, but few schools acknowledge how difficult it has become to foster a degree of critical autonomy in the adolescent mind. The modern world conspires to anaesthetise teenagers: social media companies deceive their users by manipulating their attention and deliberately engineering addiction to the services they provide; they induce people to surrender their autonomy, as Mr Soros has pointed out. Such power distorts attention. As one former Facebook executive remarked, 'you can use money to amplify whatever you believe and get people to believe what is popular is now truthful. And what is not popular may not be truthful.' From here to believing propaganda or fake news is but a small step. Hence the primacy of promoting critical thinking.

If the most effective way to ensure independence of mind would be to restore schools to their previous status as sanctuaries of learning to staunch the invasion of the outer world, what better remedy than to ration or ban that most pernicious of

influences, the mobile telephone? For it is the drug of social media which reduces the attention span, disfigures the use of English and, ironically, can lead to isolation, social anxiety and thereby undermine mental health.



The psychological pressures of external chatrooms should be replaced by the inner and authentic experience of developing mind and exploring identity through reading. 'There is strong evidence that reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life', concludes research carried out for the Reading Agency. It is imperative that schools create time and an environment for reading: not only does it improve social capital, but clear benefits also include improved critical thinking, greater creativity, an extended vocabulary and enhanced writing skills, all advantageous in future life.

Reading responds to man's basic need for narrative; people are engineered to look for patterns and meaning. If Beckett saw the task of the artist as 'to find a form that accommodates the mess', the urge for the reader is no less insistent. We seek to make sense of the world, to find validation, catharsis and a sense of reserving something private for ourselves in our conspiratorial identification with the characters on the page. The poetry of language is the very essence of our culture. Where Seamus Heaney explained, 'I rhyme to see myself, to set the darkness echoing', the reader seeks the enabling metaphor, the resonance of the writer's language, through which to develop a personal and shared experience and refine a perception of the world.

Leader readers at HMC



For some time now, Britain has questioned the validity of the idea of a literary canon or the need to study 'classic' authors. Other nations, by contrast, take pride in their literary heritage: France and Italy study milestones in their literary history, from Rabelais to Camus, from Dante to Levi. The Chinese government expects all pupils by age 15 to learn and recite 80 poems from classical works onwards. This serves not only to anchor a sense of cultural identity, it acknowledges, too, lasting value in the development of memorization capacity. Why outsource memory to Google when you can delight in making connections between words and experiences, often subconsciously?

Britain's 15 year-olds are among the most compulsive internet users in the world, noted the Education Policy Institute last year. The foremost challenge facing educators is to enable tomorrow's adults to look beyond self-obsession, beyond the populism amplified by twittersphere with its banks of rage and political correctness, to engage with the real world, not the myopic, virtual construct. The need for schools to prepare teenagers adequately for independence, society and the world of work has never been more critical.

Geran Jones teaches at Westminster School

Eton Fives – from Beverley to St Bart's



Dale Vargas describes a 'traditional public school' game gaining popularity and players

One of the more unusual relics of the Victorian public school is experiencing a surprising resurgence – and in unexpected directions. Eton fives, once the preserve of boys in such old foundations as Eton, Harrow, Westminster, Charterhouse and Shrewsbury, is now not only being played by girls, but is being opened up to local state schools and community clubs under schools' outreach programmes.

In the 1970s, several of the traditionally all-boy schools began to take in girls. Reasons for this varied: falling rolls, belief in co-education, a desire to raise the academic standard – or a combination of these. As a result, many Eton fives-playing schools found themselves with female pupils. In the early days, fives was perceived to be a boys' game and probably guarded by boys as such, but gradually girls took to the courts. As with many formerly male games, preconceived reservations about its suitability were soon seen to be unfounded. Girls can hit a fives ball as well as any boy can – although perhaps not quite as hard.

The second direction of expansion of the game has been into state schools. The introduction of comprehensive education in 1965 wrought havoc with fives. Many of the old grammar schools had fives courts: some, such as Wolverhampton Grammar School, became independent and remained on their site; but many amalgamated with former secondary moderns and moved to new locations without fives courts. In counties where the grammars with Eton fives courts have been retained, the game continues to be played, and sometimes flourishes. St Olave's Orpington, Royal Grammar School High Wycombe, St Bartholomew's Newbury and Queen Elizabeth's Barnet are fine examples of successful survivors, but these schools deliberately operate on minimal financial margins leaving little for the development of such sports as Eton fives. Much of the work of the Eton Fives Association (EFA) and its sister charity, the Eton Fives Charitable Trust, is devoted to supporting the game in these schools with funding for court maintenance and coaching.

The building of four Eton fives courts at the Westway Sports Centre in Notting Dale in the shadow of Grenfell Tower in 2002 was another break-through – the first courts to be built outside schools and universities in the UK. The start was slow, not least because none of the regular users of the centre knew what these strange creations were, and, more seriously, neither did the staff. But, with the strong involvement of the EFA, the appointment of a development officer and professional coaches, the sport has begun to realise its full potential. With the help of funding from John Lyon's Charity and support from Sport England, the centre is now used by five local state schools in

addition to some independent prep and secondary schools. In 2018, The Cardinal Vaughan Memorial School and Colville Primary School entered pairs for the Schools' Championships.

Schoolboys of the eighteenth and nineteenth centuries, particularly those in boarding schools, found themselves with many hours of 'free' time. Masters were only employed to teach (classics, of course) and what their charges did in their spare time was of no concern to them. The boys became extremely inventive in devising ways of amusing themselves. In *Nugae Etonienses*, published in 1766, the author lists over thirty games in vogue at the time. As it was not unusual for the younger boys to be no older than six, many of these were what we would now consider to be childish games: top spinning, hopscotch and banister sliding. Less familiar were 'headimy', 'peg-in-the-ring', 'trap-ball', 'chucksteal baggage' and 'puss-in-the corner'.

Some of these activities were destructive, if not exactly criminal. Harrovians were inveterate stone throwers: it was said that no dog was safe on Harrow Hill. 'Toozling' was the chasing and killing of young birds and 'Jack o' Lantern' was a sort of chase, whereby a boy with a lamp was hunted through the fields and woods. At Shrewsbury 'fox hunts' were popular with boys playing all the parts, including the fox. 'Boar hunts' were also conducted, involving the chasing and killing of a young pig. Various forms of football also began to take shape, many of them brutal; there was a lot of fighting and bullying was rife. *Tom Brown's Schooldays* gives a flavour of the period.

Schools have always been amply equipped with walls and the hitting of a ball up against them was a popular activity. The ball comprised a piece of cloth, wound round with string. Later these were professionally made with a leather covering. The implement used to hit the ball varied: the bare hand, of course, but also short-handled bats and (real) tennis rackets were also used, whilst different schools devised different versions of fives, bat-fives or rackets.

At Eton, fives had been played, probably for centuries, by boys waiting for 'absence' on the Chapel steps hitting balls against the wall between the buttresses. The particular space at the foot of the steps to the main door was thought to make for such a good game that the space was replicated. The first known Eton fives court was built by the Rev. George Richards, an Old Etonian who was Head Master of Beverley Grammar School in the 1820s. The tablet bearing the Latin verses that accompanied it survives, but alas not the court.

The first courts at Eton were built in 1840 under the headmastership of Dr Edward Hawtrey, to be followed by a court

at St Columba's College, Rathfarnham in 1849. Edward Thring, another Old Etonian, introduced the game to Uppingham soon after he became Headmaster in 1853. Thereafter, the building of courts gathered pace: some schools made use of existing spaces, some built rectangular 'yards' (later to be known as Rugby fives) or with a tambour in the left-hand wall (Winchester fives); others built copies of what they thought an Eton court looked like, without necessarily paying any attention to dimensions or structural detail. After all, since these courts were only for internal use, standardisation was irrelevant. By the end of the century a fives court of some sort could be found in a great many schools and Eton had over fifty.

The reason why the Eton version of fives, in spite of its complicated court, spread so widely is unclear, but in 1898, St Paul's, Darjeeling, built the first outside Britain and Ireland. When JS Hogben, formerly of Highgate, was teaching at the Provincial Secondary School at Katsina in Nigeria in 1922, he proposed and supervised the building of mud courts to the Eton design. These proved very popular, although the mud walls soon became pitted by the impact of fives balls which were therefore replaced by tennis balls. There are now Eton fives courts all over Northern Nigeria and more courts were built at Malay College, Kuala Kangsar, Malaysia, at Lyceum Alpinum, Zuoz, Switzerland in 1923, and at St Thomas's Mount Lavinia, Sri Lanka in 1931.

Today there are around forty schools playing Eton fives. The main centres are Eton and Harrow with 16 courts each, Shrewsbury with 14 and Repton with 12. The health of the game in each school varies and much importance is attached to the degree of support from the Head, no less than it had been in the days of Thring and Hawtrey.

The highlight of the school fives season is the Schools' Championships played at Eton (and Shrewsbury every third year) over a week at the end of the Spring term. More than a thousand boys and girls take part, spread over seven age-groups. This year there were 30 players from Zuoz and last year two pairs from Malay College. Holyport College, a state-funded free school sponsored by Eton College, has no courts of its own but plays in Eton's courts, and it entered twenty pairs. Boys and girls of many different backgrounds, parts of the country, and ethnicities take part. The event is a wonderful display of athleticism, enthusiasm, fellowship, competition, fair play (there are no umpires in Eton fives) and organization. The unsung heroes, as so often, are the teachers and coaches who devote their time, expertise and enthusiasm to their pupils, driving them across the country, standing in all weathers to support and encourage their charges.

Hitherto the principal brake on the expansion of fives has been the cost of building the courts. Now a German company with a world-wide operation and a very good reputation, has come up with a new design for prefabricated courts, which are much cheaper: CourtTech has used a similar method to build squash courts for the likes of the Hurlingham Club and Cambridge University. Subject to planning permission, the first set of 'new' courts will soon rise at Skinners' Academy in Hackney, one of the most deprived of the inner London boroughs. Eton's game really has reached out.

Dale Vargas is co-author of A History of Eton Fives, published in 2012 by JJG Publishing. Copies may be obtained from dalevargas1@waitrose.com



Portraiture in schools today



Annabel Elton celebrates an honourable tradition

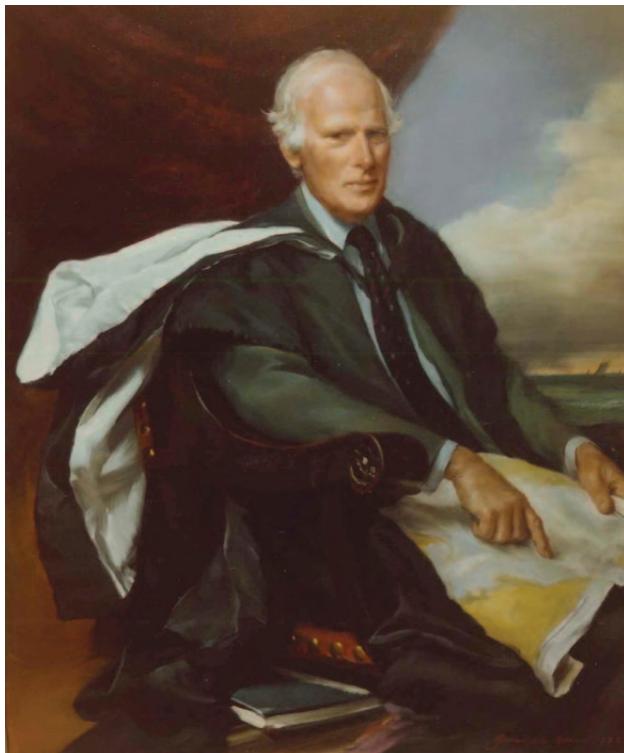
In an age where a person's likeness is so ubiquitous that it can be garnered at the click of a button, it may seem strange that schools continue to invest in painted portraiture. Today's 'culture of the selfie' has not diminished the genre of portraiture as a whole; on the contrary, the Royal Society of Portrait Painters saw a record number of commissions in 2017. But the question remains; what unique function does painted portraiture serve in schools to have ensured its continuing popularity into the digital era?

According to Dr Sara Ayres, a portrait is 'a conveyance of cultural and collective memory – of tradition'. Indeed, some schools have recorded their history through portraiture for hundreds of years. Some collections are extensive: Eton is a repository for fine English portraiture, with several hundred oil portraits, dating from the Sixteenth Century to the present day. Their collection includes works by the outstanding artists of their day, such as Sir Joshua Reynolds, Benjamin West and Sir Thomas Lawrence.

Many schools take great care to have an unbroken timeline of portraits, so much so that Alleyns School in Dulwich commissioned new painted portraits to fill historic gaps. Jason Walker was asked to create these portraits, using only one passport-sized black and white photograph as a reference for each new work.

To commission a portrait is to express a pride in the present, imbued by a sense of gravitas and history, whilst also anticipating a long future. It is not a tradition reserved for established institutions; younger schools are also commissioning portraits. Northcote Lodge School for boys was founded in 1993. Nonetheless, David Caldwell has already painted all three of its subsequent headmasters. Caldwell found the headmasters 'friendly and approachable, not intimidating and formal' and recalls that the current headmaster left the door open during sittings, so that the boys could see the portrait progress.

If Erin Griffey and Brad Jackson are accurate in their belief that the portrait acts as an 'exemplar of ideal leadership to followers', then the easy, informal style described by Caldwell is indicative of a larger sea-change in the educational environment, reflected in the latest generation of scholastic portraits. If you compare a headmaster's portrait from the Twentieth Century with a more recent example, you will often be able to discern how concepts of leadership have evolved in the intervening years. In George Bruce's 1984 portrait of Marc Van Hasselt, the headmaster is formally dressed in sweeping robes. Elevated above the viewer, he looks downward to impart knowledge. Compare this with Joseph Galvin's recent work (2013), where the Headmaster of Rossall, Stephen Winkley, engages with



Left: George Bruce's 1984 portrait of Marc Van Hasselt

Right: Joseph Galvin's 2013 portrait of Stephen Winkley



Barnaby Lenon by Keith Breeden

the viewer straight-on, as does his amicable dog, sprawled informally at his feet. Seven years before, in his Uppingham leaving portrait by Emma Kennaway, Dr Winkley's companion was, by way of playing fair, a cat!

The background and paraphernalia of a portrait are often illuminating. Barnaby Lenon, Headmaster of Harrow School from 1999 to 2011, is painted in his characteristic red tie and matching braces. He is situated in the room which accommodated the entire student body when Harrow was founded, the walls of which are covered in graffiti carved over centuries by generations of young men. Former Headmaster of Bryanston, Tom Wheare, is depicted in his signature pose: on a sofa surrounded by various papers, which, Wheare says, were

Tom Wheare by Henrietta Young



strategically placed to discourage any invasion of his space. You can also see telling personal items around him, including favourite books and a photo of his family.

When commissioning a portrait, choosing the right artist is vital. Sometimes a school will know an accomplished artist or have an outstanding alumnus, but not all schools have the required contacts or experience to make the best selection. The Royal Society of Portrait Painters, a charity dedicated to the art of portraiture, provides a service which helps clients to find the ideal artist for them and which sees them through the process of commissioning. The charity was established in 1891 by the leading portrait painters of the day and it is still going strong today.

Despite humankind's growing integration with digital technology, our fascination with painted portraiture is ancient and enduring. There are surviving portraits of Egyptian Pharaohs which predate 2000 BC, and a portrait discovered in the Vilhonneur grotto near Angouleme is estimated to be 27,000 years old. Britain's climate may be too damp for the preservation of ancient portraits, but it has earned a reputation as an important centre for portraiture. Following the Reformation, a sudden decline in religious art commissions led to a new interest in secular portraiture in this country, at a time when the redistribution of church wealth had created a newly affluent middle class, desirous of bespoke artworks to signify their elevated status. As Britain became and remained an increasingly attractive destination for artists, it drew world-leading figures from Hans Holbein and Anthony van Dyke through to Franz Xavier Winterhalter, John Singer Sargent and Philip de Laszlo. Meanwhile, native artists like Thomas Gainsborough and Sir Joshua Reynolds inspired the revival of home-grown British portrait painting which continues today.

The portrait has an enduring and wide appeal and it is no coincidence that so many of the UK's recent block-buster exhibitions have had a portrait theme. Portraiture is multi-layered yet accessible, and a good portrait is not only a physical likeness of the sitter capturing a complex interpretation of their spirit, it is also a reflection of an era, a reflection of an artist, and a work of aesthetic merit, interpreting a tradition that has fascinated humankind for millennia. In honoring their heads, their ethos and their history, schools have done much over the years to support the peculiarly British genre of portraiture. Long may it continue!

*Annabel Elton is the Portrait Consultant for the Royal Society of Portrait Painters and head of commissions at Mall Galleries, home of the Federation of British Artists.
www.therp.co.uk*

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Three 20th Century revolutions still active in the 21st



Sophie Dodd asks which has had the greatest impact

The vote, contraception and laws on women's pay are three revolutions that have led to huge benefits for modern women and, as each one progressed, they triggered more and more changes, changes that have still not reached completion.

The first female revolution began in the 19th century, when votes for women were part of a gradual improvement in women's rights. The National Union of Women's Suffrage Societies (NUWSS) was formed in 1897, consisting mainly of middle-class women. They campaigned for women's right to vote, but also for the right to divorce a husband, the right to education, and the right to have a job, for example as a doctor or lawyer. Although not all of these were achieved immediately, many women saw the vote as an important step towards achieving laws that affected them, such as the changes in divorce law in 1923 and 1937 that culminated in the Divorce Reform Act of 1969.

The Women's Social and Political Union (WSPU) was formed in 1903 and led by Emmeline Pankhurst. This group largely used physical force to convey their point, holding marches, chaining themselves to railings and going on hunger strikes when they were sent to prison. One suffragette, Emily Davison, lost her life for the cause in 1913, when she ran in front of the King's horse at the Epsom Derby and was killed.

In the early 20th century, the East London Federation of Suffragettes, formed in 1914, was made of working-class women and they concentrated on social reform and were

Classroom before the Act - Central Newcastle High 1916'



against the violence of the WSPU. Women were not given the vote before World War One, but their actions demonstrated their importance to society as they served the nation and did men's jobs during this difficult time. The 1918 Representation of the People Act gave many women over 30 the vote, and then, in 1928, the franchise was increased to include all women over the age of 21.

Women gaining the vote was one of the first stepping stones to where women are today. It affected women socially as they now had higher expectations. From early in the 20th century, women had been able to attend universities and colleges and train for originally male-dominated professions, although there were still not as many women in education as men. Secondly, in the aftermath of the Women's Suffrage movement, women's economic roles increased in society: since there were more educational opportunities for women, they also had an increasing sense of their potential for meaningful professional careers. In addition, women's salaries increased, though not to the level that men received. This was a very gradual change, as society still saw women overall in primarily maternal roles.

Historians argue over the effectiveness of the different groups in the struggle for women's suffrage. For instance, modern historians argue that the influence of the NUWSS has not been given enough acknowledgement, despite its large and loyal membership. Many women who became alienated from the suffragettes because of their militancy decided to move their allegiance to the suffragists, who believed in peaceful campaigning. More controversial is the role of the WSPU, a movement that became more militant over time, especially after the Liberal party landslide in the General Election of 1906, and therefore gained a negative reputation in Parliament. Some have argued that its militant activities were critical in keeping the 'cause' high on the political agenda, whilst others hold that its violent tactics delayed votes for women by its irresponsibility in attacking private property and policemen. When World War One broke out in 1914, the whole suffrage movement immediately scaled down and even suspended some activities in the face of a greater threat to the nation. Overall, the vote marked an important period of change, but the reality of everyday life for many women did not change, as societal norms were slow to evolve.

The generation growing up in the United Kingdom after World War Two had grown tired of the rationing and austerity of the 1940s and 1950s and the 'Victorian' values of their



elders, so the 1960s were a time of rebellion against established fashions and social mores. The sexual revolution in the 1960s centred around the development of the birth control pill which gave women access to easy and reliable contraception. There was, furthermore, a vast improvement in obstetrics, greatly reducing the number of women who died in childbirth and increasing the overall life expectancy of women. The 'Pill', which became available free of charge on the National Health Service in the 1960s, was at first restricted to married women, but its availability was extended to all women in 1968.

Many of the children born in the 1940s and early 1950s all over the western world, the 'Baby Boom' generation, would grow up in relatively prosperous and safe conditions. During this period, the middle class gained better access to education and entertainment than ever before and these social and educational factors triggered a shift in society towards more permissive and informal attitudes. Other data suggests that social revolution was more directly influenced by the financial independence gained by the many women who entered the workforce during and after World War Two, making the revolution more about individual equality than biological independence. TV, the new mass communication device of the age, along with other media outlets such as radio and magazines, could broadcast information in a matter of seconds to millions of people, helping to spread new ideas, many of which were considered radical. Thanks in part to this media revolution, the 1960s were years of rapid change. An early inkling of changing attitudes came in 1960, when the government tried unsuccessfully to prosecute Penguin Books for obscenity for publishing the D. H. Lawrence novel *Lady Chatterley's Lover*, which had been

banned since the 1920s because of its content. When the case collapsed, the novel went on to become a best seller, selling two million copies.

The feminist movement has helped to create a social climate in which LGBTQ+ people and women are increasingly able to be open and free with their sexuality, which enabled a spiritual liberation of sorts with regards to sex. Rather than being forced to hide their sexuality or feelings, women and LGBTQ+ people have gained and continue to gain increased freedom in this area. The feminist movement may be credited with helping to end sexual oppression and it continues to act indirectly as a catalyst to the sexual liberation movement. In 1967, laws banning abortion and male homosexuality were repealed, although the age for homosexual men was set at 21, in contrast to the heterosexual age of consent of 16. This is how it stayed until 1994, when the male homosexual age of consent was lowered to 18, and then equalised at 16 in 2001. Also in 2001, British law recognised lesbian sex for the first time ever, with an age of consent of 16. The struggles and confrontations happening throughout the course of these movements became directly visible to ordinary people in a way that they would never have been before. Overall, this revolution had a wide and direct impact on all woman in society, whether through the use of the pill or through the discovery of new attitudes through mass media.

The gender pay gap is the difference between male and female earnings and is expressed as a percentage of male earnings. The gender pay gap reduces women's lifetime earnings and also affects their pensions and is a significant cause of poverty for women in later life. In every country in the world,



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Opening doors through a specialist music education

Posted on 26th Jan 2018 in School News, Music, Which School? [Share](#) [Tweet](#)

Bryony Bell on the sound of success at Chetham's School of Music...

Chetham's, in the heart of Manchester, is the largest of nine specialist Music and Dance schools across Britain, offering a world-class music education to 8-18 year olds with means-tested funding for 90% of students through the DfE's Music and Dance scheme. The school's musical accolades range from 5 star reviews in The Times to major competition successes – in recent years, Chetham's students have claimed prizes in the BBC Young Musician competition, the BBC Proms Inspire composers' competition, and the BBC Radio 2 Young Brass Awards, to name but a few. With that in mind, visitors to the school may be unsurprised to discover that its bespoke new building contains two floors of individual, acoustically-designed practice rooms, over 100 pianos, or an £8.7m award-winning concert hall; nor that every one of its 300 students enjoys an individualised timetable, including time for individual instrumental lessons, chamber and ensemble rehearsals, supported practice and music theory. What sometimes they forget, is that the top two floors of this unique building comprise classrooms, computer suites and science labs, where a dedicated team of

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including the UK, women have historically been paid less than men for doing the same job and the struggle for equal pay has been carried on by women workers since the late 19th century. During World War One, women took on men's jobs while the men were in the armed forces. When it became apparent that they were doing exactly the same work as men but for lower wages, they raised the issue of equal pay through strike action. One of the early strikes for equal pay was in 1918 by women tram and bus conductors and resulted in a settlement of equal pay for both men and women workers. During the 20th century, state policy in the UK continued to reflect the 'normal' of lower wages for women, both in pay rates and in the lower rates of unemployment benefit that they were entitled to, injustices that women workers continued to campaign against. With women now having the vote and trade unions demanding equal pay and equal unemployment benefit, these became recurring political issues, intensified during World War Two and increasingly demanded by women's unions and women's organisations from the 1950s onwards.

In 1968, the issue of equal pay hit the newspaper headlines and raised national awareness when women who sewed covers for car seats at the Ford Car Plant in Dagenham went on strike on 7th June because they were being paid less than 87% of men's wages. In addition, the machinists' work had been downgraded to 'unskilled'. After three weeks on strike, they returned to work, accepting an increase in wages to 92% of what was paid to men, though still not equal pay. Their actions, however, contributed to the campaign for equal pay and the eventual passage of the Equal Pay Act in 1970, which states that men and women are entitled to equal pay and terms of employment. Although the Equal Pay Act was passed in 1970, it was not implemented until January 1976, and during these years, to evade the Equal Pay Act, employers often regraded jobs by changing job titles – for example, from Personal Assistant to Typist – to 'justify' unequal wages for men and women doing the same jobs, an example of direct discrimination against women. Following campaigning by women's unions, there was much progress on equal pay as new laws extended and strengthened the original legislation of 1970. Nevertheless, more than 120 years after the issue was first raised and nearing forty years after the first equal pay legislation, women can still expect to be paid less than men. The law has made a difference and the gap between men's and women's wages has declined over the years, but it still remains very difficult for women to gain equal pay, with the continuing result that women have lower lifetime wages and run the risk of poverty in old age in most countries.

A woman has to first find out that she is being paid less than a man in a similar job and people are usually secretive about how much they are paid. Where women are members of trade unions, they have been helped by their union to take their case to the employment tribunal. However, in July 2013, the Coalition government announced new fees of up to £1,200 which workers would have to pay for bringing employment tribunal cases against their employers, claiming, by way of justification, that it would save money for businesses and taxpayers. This fee applies to workers pursuing sexual harassment or race discrimination complaints and trade unions have criticised the act as the latest attack on workers' fundamental rights. There is justifiable concern that up-front employment tribunal fees will prevent women from seeking justice when they discover they are being paid less than a male counterpart. The latest evidence



Art before the Act - Central Newcastle High 1916

from the Fawcett society shows that there has been a reduction of 70% in the number of cases brought to the tribunal since the introduction of up-front fees.

The gender pay gap is gradually decreasing over time, but, in 2013, the trend was reversed when the average pay of women working full-time fell by 0.9% to 84.3% compared to the previous year. For all workers, both part-time and full-time, the gender pay gap was 19.1 % in 2013, having risen from 18.6 per cent the previous year. This means that for every £1 earned by a man in the UK, a woman earned only 81p.

I have been writing about three revolutions. The campaign against the gender pay gap is incomplete, but the trend towards equal pay is important and will benefit women in the future when men and women are paid the same rate for the same jobs. The suffragette movement was essential for achieving the vote, which in turn led to women seeing legislation that would be of benefit to their sex pass through Parliament. However, they did not achieve all the items on their agenda, such as the right to divorce your husband, and the political gains they did achieve did not have a significant impact on the daily life of most women. I would argue that, of the three, the sexual revolution of the 1960s is the one which has had the greatest transformative impact on women today. By allowing women reproductive control and breaking social mores that stereotyped women's roles and expectations it allowed women to take greater control over their destiny. It was also a catalyst for the gay liberation movement, which has unlocked a whole new area of personal freedom, a revolution that has benefitted all.

Sophie Dodd is a Year Thirteen pupil at Newcastle High School for Girls

Sophie's article is taken from the Shirreff Journal, Number One. Emily Shirreff and her married sister, Maria Grey, were major figures in the education of women from kindergarten to Cambridge, and prime movers in the foundation of the Girls' Day School Trust, which was launched at a meeting in the Royal Albert Hall on 7th June 1872. Sixth-formers in schools across the Trust have combined to produce The Shirreff Journal, a collection of essays and poems, partly in honour of the Shirreff sisters and partly, as the Editors of the first number write, to demonstrate that 'our reading of the past is shaped by our present preoccupations'.

Education at The National Archives



Rachel Hillman introduces a gold mine of original material

The National Archives is the official archive of the UK government, housing a collection of iconic national documents covering a thousand years of history. All resources are free and without subscription.

- The National Archives' entire paper collection of historical records dates back more than 1,000 years, with everything from the Domesday Book through to top secret MI5 files. We hold a copy of the Magna Carta, Shakespeare's will and even letters written by Jack the Ripper. Further highlights of our collection can be seen here: www.nationalarchives.gov.uk/museum/
- More than 11 million paper records are held at The National Archives

- It takes up to 250 linear km of shelving to house the documents accruing at 1km each year

The Education department researches, designs and delivers interactive workshops for students from KS1 – KS5 that enable them to work with original documents. Each workshop is tailored to meet the requirements for the National Curriculum for History and relevant exam syllabi. We accommodate group sizes of between 8 to 35 students, with all workshops taking place in our Education Room at The National Archives in Kew, a pupil-friendly, welcoming, purpose-built classroom, equipped with a SMARTboard, iPads, audio-visual equipment and an induction loop.

All the sessions focus around an enquiry question and give students an opportunity to make their own interpretations



about the past using the documents as evidence. This is a very different approach to the sanitised gobbets made available in text books. Instead, the Education team focus on using the documents in their original form, providing guidance and support for the students as they work. The Education team are working increasingly with young people to make the collection more accessible; to challenge the notion that archives are only visited by adult researchers and academics; and to broaden the understanding of who archives are for and what they can achieve.

To mark the centenary commemorations of the Representation of the People Act (1918), the Education Service developed a project with a professional film-maker to engage 16 to 19 year-olds with these records in a very different way.

Suffrage Tales is the outcome of this project, a short stop-motion animation film, researched, created and filmed by a group of fourteen talented young people and film-maker Nigel Kellaway, in five days at the beginning of August 2017. As the power of the vote comes under scrutiny and provokes highly contentious debate, this film throws light upon the historical context of franchise in a uniquely refreshing way. The group drew upon a wide range of documents from The National Archives' collection to produce a stimulating response which authentically conveys their own interpretations about the fight for women's suffrage.

On day one of the project week, the Education team delivered workshops on the following themes: personal stories of the people involved in the fight for suffrage (both women and men); the reaction of the government, press and public to different strands of the movement; and the tactics and level of organisation involved as militancy escalated. Days two to five gave the group time to refine their scripts and storyboards, design and create their own sets, record voiceovers and shoot their own sections of film. The film headlined at a suffrage arts evening held at The National Archives on Tuesday 13th February 2018 and the finished film, along with supporting materials for teachers and students, can be found at: www.nationalarchives.gov.uk/education/resources/suffrage-tales/

The comments of two of the students who took part in the Suffrage Tales project give a flavour of the group's response:

'On the first day, as a group, we examined a variety of sources that the Education Team had gathered together for us. These comprised prison records, photos, letters and police reports. I was particularly drawn to the individual stories I came across in these documents. Although I came to the project with a keen interest in women's history, I can honestly say that I had never truly considered the impact that something like going on hunger strike would have on the lives of ordinary working women....' (Lilly)

'It's important that people understand what things were like back in the day and how we must never give up or simply give up when times become tough and threaten our freedom.' (Sholto)

This is often a two-way process, as Education Officer Hannah Carter explains. 'There is always a fantastic moment at the end of a workshop when the showcase document is revealed and there are (often) audible gasps from students. However, what is so special about working with young people and original documents is students' insights into them, things you had never thought of. For instance, a wonderful moment was when a year 6 group noticed that a British propaganda poster was in

the colours of the German flag to mock the enemy. I had been working with the document for months and hadn't noticed that! In the Education Department we teach students to really look at original documents and marvel at them as objects, not simply content in a textbook. Students' imaginations are always captured by the idea that there are some boxes of document at The National Archives that have never been opened. I really think that there are some students who will return as historians to this building in the future, which is a humbling thought.'

As members of the Education Team, we take great pride in our work. Our website always tries to respond to changes in the curriculum and courses of study where we can, in order to provide the most relevant resources to support teachers and hopefully make their lives easier. Through engaging with the original sources, students and teachers can build their own interpretations of history and explore a wealth of evidence that they would not have seen before in its raw state. We hope it will also inspire them in their studies and encourage them to draw on archival collections in the future. The great excitement about creating online resources using our collections is that, even though some students might not get the chance to have the visceral experience of handling the original document, they can still see them, unedited, in all their glory. The National Archives' Education Website means that students and teachers can still get close to the stuff of history and explore hidden stories and lesser known details.

Kat Collins, Education Officer, adds: 'Teachers who bring students to The National Archives often comment how clear it is that the workshops are run by qualified teachers. Our expertise ensures that the workshops are educationally rigorous as well as enjoyable for all key stages. The unique collection we hold also means that we can support a huge range of curriculum topics in engaging and hands-on ways. Nothing beats discovering real historical information through examining original documents as true historians do!'

For me, one of the most amazing things about working at The National Archives is having the opportunity to engage young children with the collection. I love the way in which pupils as young as five or six years of age are able to work with documents and use them as evidence to answer an historical enquiry. Their excitement at finding Pudding Lane on a seventeenth century map of London, or Thomas Farrinor's name on a Hearth Tax return from 1666, reflects just how important it is for these young historians to work with the 'raw' material of history. It gives them a better understanding of the subject; it starts to demonstrate how historians work with documents to interpret the past; and above all it enthuses, excites and inspires them to ask questions and to think critically about sources of information – an ever-important skill in today's world.

Clare Horrie manages the Education website, which makes a wealth of digitised documents available to teachers and students, with supporting activities and transcripts. The most recent addition is a Suffrage bundle which helps to plug a huge gap in resources for teachers delivering this subject. 'Our online educational resources share the same enquiry-based approach as delivered by the teaching team here. These resources aim to encourage independent thinking and learning and build research skills in order to take students back to the back to the roots of history.'

All resources support the National Curriculum key stages 1-3 and the exam boards from key stage 4-5. They take a

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Bookings can be made on our website for all education sessions provided by our team: www.nationalarchives.gov.uk/education/

Sessions are delivered both onsite at Kew, and online via Videoconference or Virtual Classroom technology. The programme also caters for students with Special Educational Needs and Disability (SEND) and family audiences taking part in the 'Time Travel Club' events.

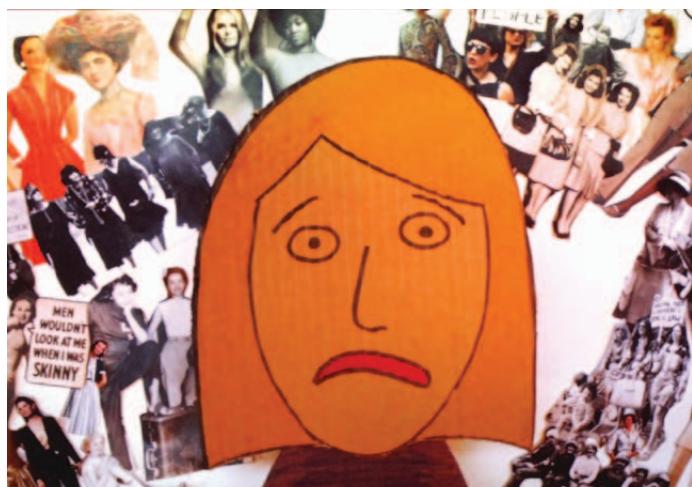
Rachel Hillman is Education Operations Manager in The National Archives' Education and Outreach department

Further information on these services can be found here:

www.nationalarchives.gov.uk/education/teachers/what-we-offer/

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Oxford Boy: A Post-War Townie Childhood by Will Wyatt

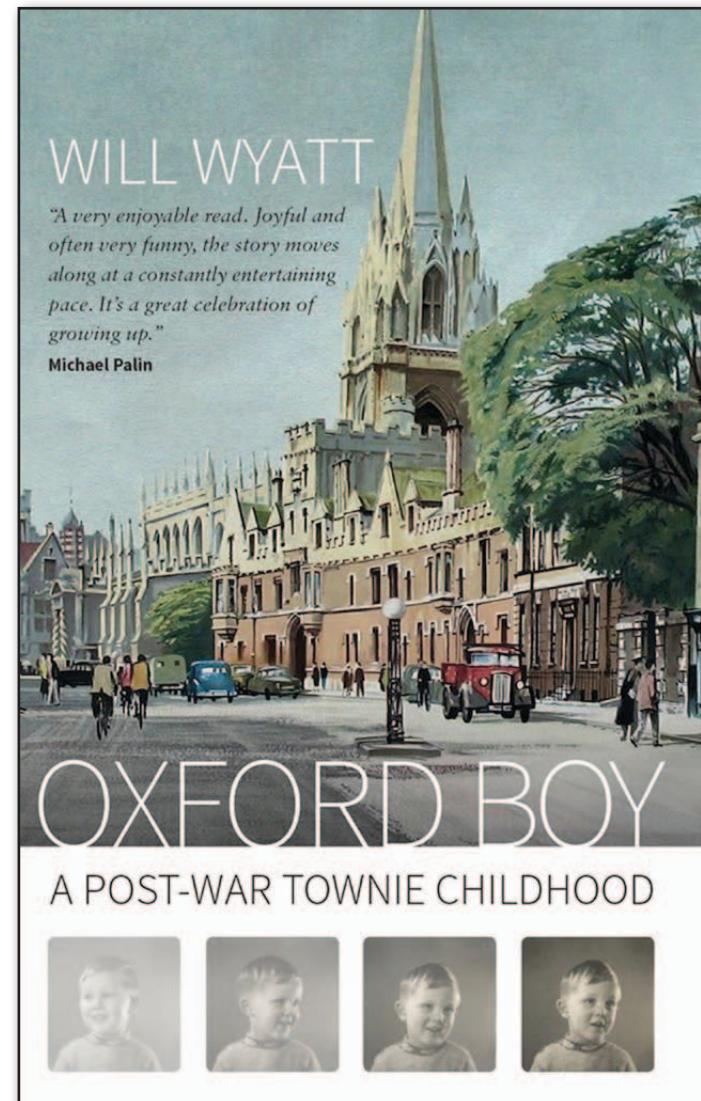
Signal Books
February 2018
ISBN 978-1909930643

This is a book about the eleven plus – amongst other things. It is a book about childhood and the great mysteries that were adults; about schools and teachers and friends. It is a book about opportunities and the family that made the most of them over a period of a hundred years and it describes a crucial part of the post-war social revolution, a revolution that shaped the generation of the great and the good now relinquishing their leadership and their responsibilities. It is a book that will make some nostalgic, inevitably, since it is a book about Oxford.

The cover evokes the *mis-en-scene*, despite the author's firm declaration that he was a town boy, and it immediately enlists the aid of one of the most beautiful cities in the world. Watchers of *Morse*, *Lewis* and *Endeavour* will understand the transformative effect of setting stories in a city that has every appearance of unreality and that is nevertheless still there hundreds of years after much of it was built. Images of Oxford are very compelling, scenes that are in themselves scene-stealers. As a former Managing Director of BBC Network Television, Will Wyatt is well aware of the power of the visual, but he has also demonstrated a talent for discovering what lies behind the front story, from *The Man Who Was B. Traven* (1980) to the ways in which some of his own forebears, the Wyatts of East Oxford and the Hoopers of Leafield, seized the opportunities that came their way.

Will Wyatt's own crucial opportunity was the eleven plus and entry to Magdalen College School, perched on the edge of the university and, at the time of this book, a genuinely mixed society, albeit one to which many of the pupils had gained access because of their high academic ability. The Direct Grant system was not inclusive as that word is understood in an educational context nowadays, but it did afford the chance for the talented to rise and, together with the grammar schools from which it sprang, it did so right across the country, mainly in single sex schools.

The success of Alan Bennett's *The History Boys* has turned the sixth form education of the fifties and sixties into something of genre. Distilling real people such as Frank McEachran or, indeed, Alan Bennett himself, into a form that works on stage



or screen, in some ways reduces what many children of that period received from their teachers to something quite out of the ordinary. It wasn't, though it was not, of course, universal. The men who taught History to Will Wyatt (and, as it happens to me and to my older brother) were very good at their job, but they shared their qualities with many of their contemporaries who had been taught, in their turn, by gifted, hard-working men and women. Magdalen College School under Bob Stanier was the epitome of the Direct Grant grammar school and it offered opportunities to a wide variety of boys who lived within its catchment area. In fact, in the fifties and sixties, the sons of academics were heavily outnumbered by boys from other backgrounds. This was partly because dons could then afford to send their boys away to boarding schools, especially if they had scholarships, but also because non-academic Oxford was in many ways a much bigger business than the University. It may be remarked, in passing, that dons' daughters were much less likely to go away to school.

It would be inappropriate to adopt the Olympian third person conventional for reviewers since I too am an Oxford Boy and, indeed, one who shared a good many of the scenes of childhood that Will Wyatt describes so evocatively. That is not to say that this book is only of interest to those who grew up between the Thames and the Cherwell, since there are at least



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two other groups that will feel personally involved – those who sat the eleven plus and those that attended direct grant schools. Beyond this academic pale lie the meadows of childhood and the shadows of memory in a book that taps into the mind as well as the actions of a boy growing up in the post-war years.

Will Wyatt is a very good advertisement for the cigarette card, since that early craze to collect seems to have sparked a continuing urge to hoard that provides him with a remarkable archive of letters, photographs and secure memories that underpin his narrative. I have often wondered at the way some people keep their correspondence, copying their own letters before sending them and keeping the replies. Is this because they expect to live lives that will attract a biographer and, if so, when does this realisation come upon them? Keeping stuff is common enough – most people of the pre-digital age will have kept sheaves of old photographs some of which they may dig out from time to time, whilst computers and mobile phones are crammed full of images, although the viewing rate is probably no higher – but to have kept letters from childhood is surely uncommon. Another good intention that too many of us fail to follow up is the harvesting of information from previous generations. Here again, Will Wyatt is an example to us all, having supplied his recently widowed father with a list of questions and a tape recorder on which to respond to them. He transcribed the results into a written collection which he gave to his father on his ninetieth birthday.

As it happens, the cover illustration calls up the childhood of this Oxford boy rather than the author's. On the extreme left of the picture is the oriel window of my father's rooms in University College where we lived when I was born, and, across the road, just beyond the tree, is the window of my father's study in All Souls. Under the special wartime arrangements in force in 1944, he had duties in two colleges. I can remember watching from that window as the elephants led the circus in procession from the railway station right through the town, over Magdalen Bridge, past the Plain and St Clement's, before taking up its temporary residence in South Park at the bottom of Headington Hill. The town planner Thomas Sharp, described the sycamore tree between Queen's and All Souls that marks the turn of the long curve of High Street as 'one of the most important in the world'. So passionate was he about 'The High' that he proposed a relief road through Christ Church Meadows (and, incidentally, Magdalen College School) in his *Oxford Replanned* (1946), which was still provoking furious controversy as late as 1968.

As you look further up the picture, in towards the central crossroads of Carfax, the colleges give way to the shopping centre, common ground for everyone who lived in the city. The centre of Oxford is very clearly based on the original medieval town, bordered on three sides by the Thames and its tributary the Cherwell with the very clear line of Broad Street marking the northern boundary. The clustered colleges confirm this impression, introverted behind their castellated walls, entered via wicket doors under towering gatehouses. No longer empty for 28 weeks of the year, they house conferences and summer schools in the vacations and constitute the attraction that draws thousands of tourists to mingle with shoppers in the city centre creating a crowd that doesn't vary in or out of term. But *Oxford Boy* is a period piece, describing a very different world.

The shops continued down the melting pot of Cornmarket before feeding into the great breadth of St Giles. The Fair held here every year in early September was and is a good illustration

Will Wyatt speaks to the reader in a voice and from a viewpoint that captures the innocent indifference of childhood and the acceptance of inexperience.

of the dual nature of Oxford. It was still the Long Vacation, so undergraduates were nowhere to be seen, and the uninhabited university buildings on either side of the street looked onto a raucous celebration of the citizen rather than the academic. But the two were by no means separate. The City Council had a significant number of members representing the university who played a full part in the work of local government and were eligible to become Aldermen or Mayor when their turn came round. Town and Gown met on equal terms in the discharge of local government or in the less formal meetings of the Management Club.

I was still very young when we moved to 9, Banbury Road, where I became well accustomed to the giant US Air Force lorries thundering by at all times of the day and night on their way to their bases at Upper Heyford and Brize Norton. The roads to the North from Oxford occupy a fairly thin spit of land between the Thames and the Cherwell. The Woodstock and Banbury Roads complete the journey out of the city and lead on to the towns that give them their names, and, for some distance a third road, Walton Street, runs roughly parallel in the same direction, later becoming Kingston Road. The houses here, as Will records, were not on the same scale as the villas of the other two roads, and beyond them lay Jericho, the canal, the railway and finally Port Meadow. As these encroached eastwards, they squeezed out the third road, but 'Phil and Jim' served as a primary school for the whole area and the walk down to Port Meadow past Lucy's Ironworks was familiar to all the children who lived north of St Giles. The university's development of the Radcliffe Infirmary site and the speciality shops that have spilled out of Little Clarendon Street through Jericho have made Walton Street positively *chic*, but things were very different in the post-war decades described in *Oxford Boy*.

Above all, Will Wyatt speaks to the reader in a voice and from a viewpoint that captures the innocent indifference of childhood and the acceptance of inexperience. Like Candide, little surprises him, because the world and the adults who control it are, as often as not, beyond his understanding. His family, his home and the world of Kingston Road gave him such a strong inner security that he simply marched through and past some of the odd things that happened to him, now retrieved and reviewed by an enviably well-informed hindsight.

Tom Wheare also attended Magdalen College School on an eleven plus place



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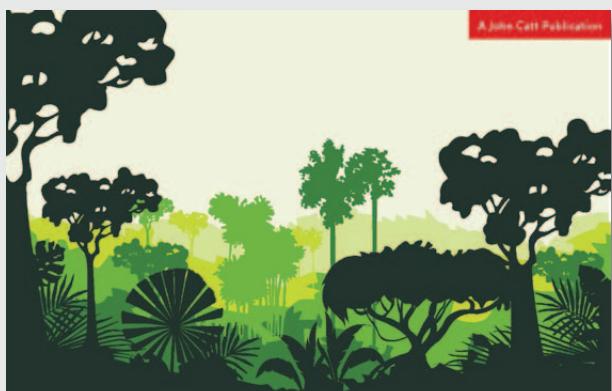
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THE LEARNING RAINFOREST

GREAT TEACHING IN REAL CLASSROOMS

By Tom Sherrington

A big leap forward in transcending the debates between traditionalists and progressives. Hacking through the undergrowth of academic research and passing fads, Tom takes readers on a journey to the sunny uplands of classrooms in which powerful learning and rich experiences can flourish.

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Never again



Jason Morrow agrees that change is 'what we do to things that fail'

The past few weeks in schools in the US have once again been overshadowed by the spectre of gun violence, following the tragic events at the Marjory Stoneman Douglas High School in Parkland, Florida which left seventeen students and staff dead and another community reeling in shock about what had happened. School districts and individual institutions have revisited their lockdown and security arrangements and scheduled additional drills and training to try to ensure they have done everything possible to protect those in their school community. Familiar arguments have raged between the advocates of greater gun control and those defending the Second Amendment right to bear arms. US politics on this issue is complex, deeply divided and often ugly and bewildering. One of the most demoralizing aspects of the debate is the inability of politicians nationally and locally to find common ground or make meaningful progress to tackle what is undeniably a shocking and shameful situation. There have already been more than two dozen incidents in US schools in 2018 and one of the recurring responses to the tragedy in Florida was 'Action and policy, not just thoughts and prayers.' I can still remember the first time I issued a lockdown order in the first drill of the year at my present school and the crashing of doors and eery silence which followed as I passed through the emptied corridors to check every door was secured. It was really only at that moment that I fully appreciated the reality of what we are anticipating in such drills. Students and staff should not have to interrupt their learning and activities to drill for such a horrible scenario and yet it has become the norm across schools in the US and is obviously an essential and prudent precaution given the wider context.

As is so often the case for those of us fortunate enough to work in schools, there has, however, been some cause for hope or greater optimism for the future because of how young people are responding to the situation. The dignity, determination and passion with which students affected by the Parkland shooting have spoken out and the chord that has been struck more widely may have started to shift the terms of the debate. There are still huge obstacles to overcome and it is likely to be a long and at times agonizing struggle, but it has been heartening to hear new voices and different perspectives entering the debate. Hundreds of thousands of students, teachers, parents and concerned individuals took to the streets in March as part of the growing #Never Again Movement to express their concerns and demonstrate their commitment to making this issue a greater political priority. In my own school, the students opted to link the 'walkout' with a letter-writing campaign to offer support for those affected by gun violence

and to urge action by those in a position to take it. There are many dark and troubling chapters in US history, but one of the most enduring drivers of change and progress has also been the advocacy of ordinary citizens for change, whether on self-government, philanthropy, civil rights or greater equality. Hopefully, the last few weeks have witnessed the emergence of a powerful new strand in that quest for improvement, spearheaded by a new generation of engaged citizens. It seems fitting to give the final comment on this matter to two of the inspiring students from Marjory Stoneman Douglas High, as their clear and eloquent words are doing so much to articulate the pain, frustration and resolve felt by so many.

Delaney Tarr:

"This movement, created by students, led by students, is based on emotion. It is based on passion and it is based on pain. Our biggest flaws – our tendency to be a bit too aggressive, our tendency to lash out, things that you would expect from a normal teenager – these are our strengths. The only reason that we've gotten so far is that we are not afraid of losing money, we're not afraid of getting reelected or not getting reelected, we have nothing to lose. The only thing we have to gain at this point is our safety."

Lorenzo Prado:

"What we must do now is enact change because that is what we do to things that fail: we change them."

There have also thankfully been many lighter moments over the past term including fun and high energy drama productions, beautiful concerts and recitals and great sporting endeavour and triumphs. I want to finish by sharing an extract from a pediatric dentistry child behaviour policy which a bemused parent kindly shared with me following their first visit to a new practice in the city in February. It can be so helpful to enjoy moments contemplating the absurd during a busy week at work. The registration form asked parents to complete the question below...

Please check any of the following that may describe your child:

Outgoing/Shy/Bubbly/Anxious/Frightened/Defiant/Cranky/Suspicious/Moody/High Strung/Regular Kid/Friendly/Cooperative/Overtired

I can't help but wonder how many of these might apply to any of us – child, teacher or parent – at some point over a term or in a potentially stressful situation. The dental practice did, however, offer a special deal on nitrous oxide (laughing gas) for

Letter from America

only \$100 to help a child feel more relaxed during a visit. The very next paragraph rather worryingly asserted:

'In our practice we occasionally find it necessary to invest beyond standard appointment time for certain children. This may be due to medical, emotional or behavioral issues. If this were to occur, there is an additional behavioral management fee of \$200. This fee is related to the cost of committing the time and staff to achieve the optimum outcome for your child's dental care.'

I'm certainly not advocating such a rider for a school behaviour management policy, and the parents said the dentist and nurses were actually great despite the seeds of doubt their paperwork planted ahead of the visit. It's perhaps a reminder of the unintended messages we can convey in policies or procedures which don't quite align with the spirit or approach to care we all espouse.

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

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.

Cranleigh's Greg joins wheelchair tennis elite

Double congratulations to Cranleigh pupil Greg Slade who triumphed at the 2017 National Wheelchair Tennis Series and ended the year with a double crown. At the finals in late December he scooped both Junior Singles and Doubles titles, finishing the three-day final unbeaten in all games and lifting the Junior Doubles Champion trophy with his partner Alex Chaston.

Since then, Greg has been selected to be part of a world-leading new programme. Designed by Great Britain's leading tennis charity, the Tennis Foundation, the new development programme will help Greg and six others to progress towards future international success.

The launch of the new Wheelchair Tennis Junior Futures Potential (JFP) Programme will play a key role in the development of talented young wheelchair tennis players in the UK. It aims to help gifted juniors to progress to the first level of the Tennis Foundation's World Class Wheelchair Tennis Performance Programme.

The JFP programme comprises six two-day training camps from February to December 2018, covering everything from coaching and performance to elite sport education. The new initiative is considered to be at the cutting edge of junior wheelchair sport development programmes across the world and the future certainly looks bright for Greg and his fellow young GB stars



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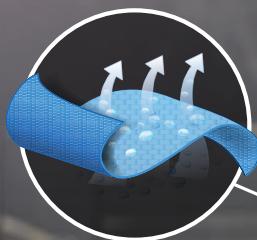
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