

Volume 56 Number 1 Spring 2019

# Conference common room

The magazine for  
independent schools



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On Sunday 11th November 2018, the centenary of the Armistice was commemorated at War Memorials and in churches across the country. The lists of those who died demonstrate that few communities escaped unscathed and this is particularly evident in school and college chapels. Great care was taken in creating worthy services and acts of remembrance as schools recalled that lost generation in silence or through music and readings. The roll of honour has been called over many times, not least in the comprehensive and moving survey *Public Schools and the Great War* by Anthony Selden and David Walsh. This is just one of hundreds of books written about the devastating impact of the war on a small but significant subsection of society whose members had been educated to lead. The war that took so many lives, together with the appalling coda of the worldwide influenza epidemic that lasted from January 1918 to December 1920, undermined every aspect of the health as well as the wealth of nations. It also decimated the ruling class in countries all over Europe, with effects that lasted throughout the century.

The war did not in fact end with the exhausted armies at the Armistice but with the politicians at the Paris Peace Conference, who did very little better than the generals in the preceding four years. The Paris Peace Conference of 1946 had a much better outcome, setting the foundations for a period of peace that has not been without its crises, but has not been without its successes either.

One of earliest of these was British involvement in the reform and re-establishment of education in West Germany, largely funded by the United States. At the heart of such initiatives was magnanimity and a genuine desire for peace and cooperation. Western Europe gradually moved from an armed camp to a community that seemed to have tamed the disruptive forces of nationalism. But, like the German education system, the Europe envisaged by Jean Monnet and others has changed over the years, and our own ambivalent relationship with the current form of European partnership is in chaotic crisis.

Schools in this country are often described as being either 'state' or 'private'. 'Private' may be more accurate than 'public', but 'independent' is now the preferred term. But, to call the state sector 'maintained', to use another familiar term, is almost wilfully provocative, since maintained is exactly what it is not. The funding of state education has become more and more sclerotic and schools are now starved of their financial life blood whilst at the same time being burdened with ever increasing responsibilities. The twin shibboleths of libertarian politics, austerity and the reduction of the state, are having a disastrous effect on the education of most of the children in England (especially) and the reduction of the powers and the financial resources of local government are being felt by almost everyone. It is ironic that the first stage on the road to the slim-line state should be the expansion of the powers of central government, powers that will surely continue to be exercised by private companies to their profit.

Some of the problems now besetting schools and universities can be traced back directly to the 1988 Education Reform Act. For instance, it allowed schools to be taken out of the control of local authorities, established league tables and abolished tenure for new appointments in universities. There are those who see these things as beneficial, but each of them has developed some worrying flaws. Although local authorities did not always manage schools well, at least they did manage them. At present, with the minds of government (to speak charitably) engaged elsewhere, 'state' education is a free for all, within which profit motives are becoming as significant as educational ones. University departments flicker in and out of existence and schools find themselves giving up on the arts to balance both their financial budgets and their academic outcomes. The league tables that reflect the huge weight of assessment that oppresses pupils and staff alike, now cost teachers their jobs and pupils their wellbeing. Cutting music, drama, art and sport from a school's provision may save money, but it diminishes lives.

When Edward Thring became Headmaster of Uppingham Grammar School, education in England was in a very poor state. Classics dominated the great schools and the two ancient universities, but music was not a manly pursuit. From the very beginning, Thring made sure that music was part of the curriculum, something unheard of in contemporary schools, and to do that, he sought his teachers from Germany, then



the cultural leader of Europe, of whom England might be said to be a junior partner. Music, of a very different kind, is now a universal feature of the lives of school age children, though not in school. Instead it comes through a multitude of technological marvels clapped to every ear. It provides solace and stimulus and is a major economic force. Unfortunately, the unlimited nature of digital communication can create overload and can also be intrusive. The trouble with progress is that it never knows when to stop.

Just as we can't cope with constant and graphic news from all over the world, we can't cope, nor can children, with constant social interaction, let alone persistent and widely shared criticism or assessment by our peers. The power of antisocial media is grinding children down and schools are having to deal with this, as with so many other social problems. Limiting the effect of mobile phones is as important as leavening the utilitarian nature of the curriculum with creative and expressive arts.

On December 2nd 1938 the first *Kindertransport* children arrived in Harwich, to be followed by 10,000 others before the outbreak of war. The speed with which this humanitarian initiative was brought to fulfilment from its inception almost defies belief, as does the suspension of normal immigration procedures. It was a requirement of the programme that children might not be accompanied by their parents and a very great depth of love and faith was required to allow this journey to be undertaken on trust. The vocabulary of war is too often used as a metaphor in tendentious articles and speeches, and the second World War is still being used as a way of defining who we are. Perhaps we and our representatives in Parliament should remember who we were in November 1938, just twenty years after the Armistice, when legislation was carried through in less than a week and five hundred offers of foster homes were made within days. And if we look back over the eighty intervening years we may say with Larkin, 'Never such innocence again', as this time the 'dark-clothed children' themselves stand in the 'long uneven lines'.

### A word from the publisher

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# 'Master of Music'

Malcolm Tozer describes the evolution of an extraordinary musical tradition

Music played little part in the education of British children before 1853 when Edward Thring was appointed headmaster of Uppingham Grammar School in the English Midlands. Thring created an innovative holistic curriculum for the two dozen boys of this rural boarding school and he appointed a musician as the third addition to his staff to form a teaching team of five. By the time of Thring's death in 1887, the school roll numbered three hundred and there were six full-time musicians. The early appointments, almost all from Prussia, stayed only a year or two, but later ones made Uppingham their permanent home. Above all, over the course of four decades, Paul David, a member of the Mendelssohn and Schumann circle and a friend of Brahms, raised music to a high level of distinction and a uniquely broad level of participation. In addition, through his lifelong friendship with Josef Joachim, he attracted many celebrated musicians to perform to and play alongside his boys. None of this, however, would have happened but for an unlikely meeting in Rome just before Christmas 1852.

Edward Thring, then a curate and occasional teacher, was interrupted on one of his leisurely journeys through Europe by a summons from his parents to go to Rome. His younger brother was hoping to marry a young lady from Prussia, a match that his parents thought unsuitable. The problem was resolved when Thring proposed to Marie Koch himself, but her acceptance meant that he must find full-time employment. He rushed back to England to seek the headship of a school and was runner up for Durham School. The successful candidate left a vacancy at Uppingham Grammar School, and Thring started there as Headmaster on September 10th, 1853. After their wedding in

December 1853, Marie joined Edward in School House and together they set about constructing what Thring later called 'the great educational experiment.' Marie's youngest sister, eighteen year-old Anna, also came to Uppingham and lived with the Thrings, serving as the headmaster's secretary until his death in 1887.

Cultural and commercial links between England and the German states were strong throughout the nineteenth century. These Anglo-Prussian associations were the foundations on which Edward and Marie Thring's marriage was built and their life's work transformed a small country grammar school with a purely local reputation to a three hundred strong public school of national renown. The first priority was to recruit more pupils, and the numbers in the school doubled every two years through the 1850s, reaching Thring's self-imposed limit of three hundred in September 1865. The school's name, Uppingham Grammar School, which dated back to 1584, was quietly dropped and exchanged for Uppingham School, a more suitable title for one of the increasing number of 'public schools' for sons of the professional and aristocratic classes.

The second priority was the curriculum and the men to teach it. As with all contemporary public schools, lessons in Latin and Greek, English literature, mathematics, and divinity dominated the timetable. These subjects were taught by Thring and the other housemasters, mostly graduates of Cambridge University and many in Holy Orders. But, from the outset, Thring wanted a broader and more rounded curriculum, one that suited boys of all abilities and not just the cleverest. His marriage to Marie caused him to look toward Prussia and its

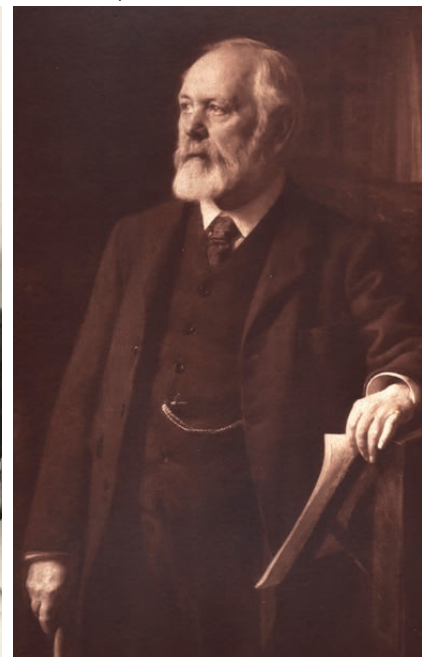
Edward Thring, Marie and Anna



Joseph Joachim, 1899



Paul David, 1907





Humboldtian model of holistic schooling, designed to motivate all children to realize their full potential; with its 'extra' subjects - art, gymnastics, modern languages, science and music.

Thring's third staff appointment, Herr Schäfer, was to teach German and music, receiving the same salary and status as the two housemasters, since Thring regarded all masters as 'equally superior men.' Schäfer stayed at Uppingham for just one year and was succeeded by two young men, Dr. Gerold Benguerel who took responsibility for German, French, and science, and Christian Reimers, who taught art and music. This emphasis on music was unusual since the public schools had no musical tradition other than the provision of chapel choirs. Music was considered rather unmanly and more fitting as a feminine accomplishment. But, most remarkable of all, Thring was himself quite unmusical and tone deaf. 'He did not know one tune from another,' his daughter Margaret remembered, 'except perhaps the National Anthem'.

Uppingham music began with Marie Thring's Sunday evening gatherings in the School House drawing room. Marie and Anna played and sang, Schäfer and Reimers performed, and there was a small choir of six or so boys. Thring contributed by writing lyrics for songs, which Reimers set to music. When the songs were published in 1858, Thring wrote in the preface: 'There is a tendency in schools to stereotype the forms of life. Any genial solvent is valuable. Games do much; but games do not penetrate to domestic life, and are much limited by age. Music supplies the want.'

Reimers left Uppingham in 1857 to join Charles Hallé and the Manchester Gentleman's Society Orchestra, and was succeeded by the twenty-five year old violinist Heinrich Riccius, who had studied at Mendelssohn's Conservatorium in Leipzig under Ferdinand David. In addition to his lessons with individual pupils, Riccius was given an hour one evening each week to work with the choir. Marie Thring's musical evenings had now evolved to become regular concerts with an audience of two hundred boys, masters and their families, and in March 1862 the school gave its first concert for the townspeople of Uppingham. The high quality of musical life counteracted the shortcomings of the remote location and the dull town.

The early music teachers had worked wonders with the boys, but their frequent replacement as they moved on to further their careers or to return to Prussia proved frustrating, and the first Englishman appointed, the Revd Ogle Wintle, was, by his own admission, quite inadequate. Thring therefore consulted England's foremost musician, William Sterndale Bennett, and asked him to find a suitable man for a permanent appointment when he next travelled to Leipzig. Sterndale Bennett had regularly attended Mendelssohn's Conservatorium since he was first acclaimed by its academy in 1837 and had enjoyed 'billiards and daily lunches' with Mendelssohn and Schumann. He asked Ferdinand David, the principal violin teacher, if he could recommend anyone for the Uppingham position, and David suggested his own twenty-five year old son, Paul.

How Sterndale Bennett persuaded Paul David to accept Thring's invitation is not known, but Thring was so delighted with his catch that he declared March 13, 1865, 'a half holiday in honour of Herr David's arrival.' With him was the greatest violinist and best-known musician of his generation, Joseph Joachim. On his first visit to England as a boy of thirteen, Joachim had played the Beethoven violin concerto with

Mendelssohn conducting the Philharmonic Society Orchestra. Sixty-one years later, at the opening of the Paul David Concert Room, Joachim played this same concerto in public for the last time, with an orchestra of boys, former pupils and teachers at Uppingham School, his sixteenth performance at the school.

Throughout that time, Joachim had been closely involved in David's innovative work at Uppingham, backing the decision that choral and instrumental teaching should be the first priority before moving on to oratorios and string ensembles. Under David's direction, music was soon 'an essential part of school life'. It became a timetabled subject in the 1870s and more than a third of the three hundred strong school learned an instrument. David's Leipzig friends kept in touch over the next decades as he appointed a team of six, mainly Prussian, music teachers to meet the school's expanding needs. David and his team worked beyond the school, creating a choral society in the town and combining with choral societies in neighbouring towns to stage a Festival of the Rutland and District Choral Union.

Uppingham music reached a high plateau of attainment in David's fourth and final decade. Thring had died in October 1887, but music in the school received continued support from his successor, Edward Selwyn. He maintained Thring's custom that David and his full-time assistants, now including his daughter Charlotte as the sixth, should be liberally remunerated, ensuring that ample time was given to every pupil and each ensemble. Four concerts were given each year and George Dyson, Director of the Royal College of Music from 1938 until 1952, judged the Uppingham orchestral tradition to be 'at that time without parallel in any school in the world.'

When David retired in the summer of 1908, the University of Cambridge awarded him the first honorary degree of its type. The citation read: *In the enthusiastic and successful teaching of the art of music in the schools of today no-one has set a more auspicious example for a longer time than Mr Paul David, our first Master of Music.* Among the many tributes he received, David's advice and help had been sought by music teachers from other schools, especially in his last decade, and the Uppingham practice was adopted by many. The most significant direct channel of David's legacy was through Arthur Somervell, a pupil in the 1870s and Inspector of Music to the Board of Education from 1901 until 1931, who exercised a profound influence over the whole field of musical education from elementary schools to teacher training colleges.

*This is a digest of Malcolm Tozer's article 'From Prussia with love: Music at Uppingham School, 1853-1908' published in the Journal of Historical Research in Music Education in June 2018.*

*Images courtesy of the Uppinham Archive*

*Malcolm Tozer taught at Uppingham School from 1966 until 1989*





# EBacc off music

Angela Chillingworth blows the trumpet for music in schools – and in their Heads

The UK music industry is one of the greatest contributors to the economic well-being of this country. *UK Music's Measuring Music* (report September 2018) estimated that the UK music industry, which employs over 145,000 people, contributed £4.5 billion to the economy in 2017: with £2 billion coming from musicians, composers, songwriters and lyricists; £700 million from recorded music; and £505 million from music publishing. In terms of exports, the sector earned £2.6 billion overall.

UK Music chief executive Michael Dugher commented: 'British music brings enjoyment to millions and makes a massive contribution to the UK plc. I'm really proud of the fact that these figures show once again that when it comes to music, we in the UK are very, very good at what we do. We are a global leader in music and we continue to grow faster than other parts of the British economy and to punch well above our weight. Every child from every background should have the opportunity to access music, to experience its transformative power and to try out a career in the industry if they want to – regardless of whether or not they have access to the Bank of Mum and Dad. That's why we need further government support to help us ensure we produce the next generation of world-leading British talent by backing music in education, protecting grassroots music venues and making sure that creators are properly rewarded for their work.'

The Musicians' Union is concerned that low-income British families are at risk of under-representation in the music industry as children are priced out of learning instruments. Their research (*Musicians Union data released on 6th November 2018*) shows that families from lower socio-economic backgrounds are half as likely to have a child learning an instrument as more affluent peers, despite similar levels of interest from both groups of children. Their research also details the extent to which learning a musical instrument can positively influence young people's formative wellbeing. Almost half of parents report more confidence and better concentration in their child, and over one-third say they are happier overall, if they attend music lessons. Almost one-third note higher levels of self-discipline and patience, suggesting access to music lessons could foster higher achievement levels across all education subjects.

In October 2018, *Sound and Music* launched *CanCompose*, a national survey to gain a better understanding of how children and young people across the UK are being supported to learn how to compose and create their own music, a core element of a creative music education. For children and young people,

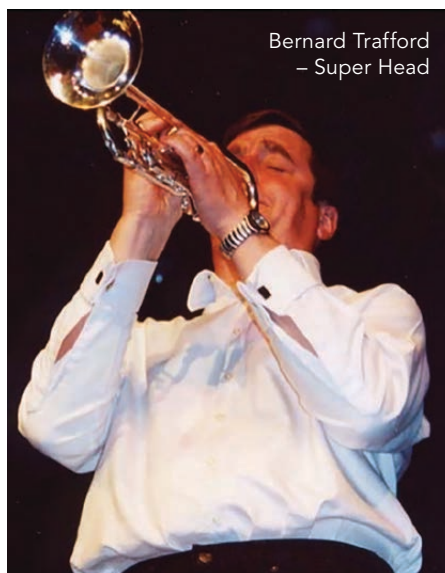
learning to compose is not only a highly engaging activity that enables them to develop their own musical voice, it also creates opportunities for them to express their identities through play. Composing your own music at a young age can support the development of creative thinking, confidence and teamwork abilities, and the associated higher order thinking skills which are highly valued in today's society and workplaces and will be increasingly so the future. The creativity and potential of children and young people is currently hampered by the growing pressures on arts and music education and a lack of progression routes for young creators of music. (*Sound and Music Survey launched 31st October 2018: findings to be published in March 2019*)

New research into Secondary Music Curriculum Provision between 2016-18/19 by the *School of Education and Social Work at the University of Sussex* has revealed that an increasing number of schools are reducing music in the curriculum for year 7, 8 and 9 students, and, in some schools, music is taught only on an 'enrichment day' once a year. GCSE music numbers are declining; 15.4% fewer centres are offering A Level music in 2018 compared to 2016; and there has been a reduction of 31.7% in A Level music technology.

The EBacc particularly has a negative impact on the provision and uptake of music in schools within and beyond the curriculum. Some schools discouraged top set students from taking music at KS4 because of the EBacc, whilst in others, lower ability students were prevented from taking music so that they could concentrate

on core subjects. Deborah Annetts, Chief Executive of the *Incorporated Society of Musicians*, said: 'This vital research by the University of Sussex makes for troubling reading and only adds to the growing body of evidence that EBacc proposals are having a negative impact on music in our schools. Schools are under pressure to focus their curriculum through the narrow lens of the EBacc and as a result, provision and uptake of music is suffering and at risk of disappearing completely from our schools. Music is central to our cultural life, a key driver of economic growth, and gives our children the tools to navigate a fast-changing digital world.'

Studies show again and again that the one aspect of the curriculum which makes the most difference to all-round student progress is music, yet this is the subject that is cut from the curriculum most often and is suffering such dwindling numbers that it may not survive in state schools. Many believe that the EBacc is directly responsible for the decline of music



Bernard Trafford  
– Super Head



## Hearts, bodies and minds

in schools. The list of subjects by which a school's success is measured does not include any of the arts, and in times of stringent cuts, the subjects that are supposedly irrelevant to statistics are side-lined or removed altogether.

Some may argue that losing arts subjects does not matter, that they are for the less able students and that what really matters in a cut and thrust world is maths and science. However, university requirements for trainee doctors are increasingly seeking an arts subject as well as A levels in biology and chemistry, in order to determine whether they are able to show creativity alongside their skills in science. Research shows that music is the second hardest A level, requiring specialism in three discrete areas.

Playing an instrument increases one's mental flexibility and enhances one's ability to pick up new concepts, see connections and add a creative twist to an old idea, all skills that are in demand in today's employment market.

The people in charge of our children's education are rarely musicians. A survey shows that the most common degree taken by Head Teachers is English, but these are not necessarily the most successful Heads. Those with the highest salaries and the most OBEs and MBEs seem generally to be former PE teachers, but in some cases their success may be attributable to having taken over a struggling school or even by making sure that pupils who perform poorly at GCSE leave. After a few years, Heads of this sort move on, leaving a school that has not shown

real improvement, only an increased number of higher grades. You may be surprised to learn that the most successful Heads are usually historians - or music teachers. On the whole their results are stable for the first three years but then start to show a real improvement, as these Heads are able to see the bigger picture and plan for the long-term, focusing on relationships within the community and provision for under-performing students.

At Ipswich High School, the Heads of the Senior and Prep Schools recognise the significance of music in the curriculum. Music is compulsory for students in Years 7 and 8 and the Heads have enabled the PRIMO (Prep Range of Instrumental Music Opportunities) Programme. Their investment in instrumental lessons for every pupil from Years 2 to 5 shows an absolute faith in the ability of music to improve academic results, and also that they are willing to take a long-term view regarding the mental well-being of all students. Music does not give quick results, but we are not interested in short-term gains. This is a race that will be won by the tortoises and, with parental support, we guarantee that music will enhance and enrich the lives of children throughout their time at school and into their adult lives.

*Angela Chillingworth was English National Opera's Principal Double Bass player and is Director of Music at Ipswich High School.*

## 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](mailto:tom.wheare@gmail.com). Items should not exceed 150 words. Good colour photographs are also welcome.

### Sibford School commemorates the 100th anniversary of the Armistice

Staff and pupils at Sibford School in Oxfordshire launched a week of events to mark the 100th anniversary of the Armistice by welcoming Linda Palfreeman, author of the book 'Friends in Flanders', who spoke to pupils about the work undertaken by the Friends Ambulance Unit (FAU) during the First World War.

'Most Quakers were of the opinion that any war was directly opposed to their beliefs and to the 'law of love'. However, many of the younger men in particular were anxious to carry out work in the war zones. They wanted to share the dangers and the deprivations being suffered by their countrymen who were risking their lives at the front and they believed that one way of being able to do this was by creating an ambulance unit.'

Linda went on to outline some of the work undertaken by the FAU, particularly in Ypres where the men worked tirelessly to try to alleviate the suffering of the townsfolk and where they faced the added challenge of a typhoid epidemic.

'In collaboration with the British Army, the FAU undertook three systematic measures to deal with the situation in and around Ypres: to identify all civilian typhoid sufferers and transport them to hospitals; to purify the water supply; and to open inoculation centres.'

The FAU's actions were greatly appreciated by the people of Ypres as a letter subsequently published in the Quaker magazine 'The Friend' reveals: 'Neither ourselves nor our poor will ever forget your generosity towards us,' it reads. 'We shall always keep a very happy memory of the English Ambulance ... its only object had been to spread benefits around us and to distribute true comfort during these mournful days.'







# The gifts of music

Antonia Berry sees music free the mind

There is an abundance of research papers and articles written about the benefits of studying Music. Learning to play a musical instrument can improve the development of speech and reading skills; it can improve a pupil's ability to sustain concentration for lengthy periods of time; and it can have a profound impact on working memory.

Dr Sylvain Moreno, a revered neuro-scientist, carried out a series of convincing studies in which pupils with no prior musical training were given 20 hours of music lessons and the results were remarkable. Simply put, Moreno established that Music has a significant positive impact 'on a set of core neural processes that are related to focus, intelligence, reading and academics.'

Albert Einstein attributed his greatest discovery, in part, to the study of music: 'The theory of relativity occurred to me by intuition', Einstein is reported to have said, 'and music is the driving force behind this intuition. My parents had me study the violin from the time I was six. My new discovery is the result of musical perception.'

In more recent times a failing primary school in Bradford hit the headlines for transforming pupil achievement solely through the introduction of six hours music tuition a week. Clearly music's academic benefits are difficult to dispute.

With 75% of pupils learning to play a musical instrument and 100% of pupils achieving A grades at National 5 and Higher level for the last 12 years, St Columba's School understands this premise better than most. It is a fact that is less widely recognised

across schools in Scotland that Music can increase a pupil's capacity for empathy and as a result can help unify communities and dismantle social barriers. Music is an expression of emotion, and when performing as part of a choir or member of a jazz band or orchestra, we are compelled to connect with others in a profoundly emotional way.

Recently, St Columba's School embraced the value of music beyond the classroom. Children as young as three years old sang and performed side by side with thirteen year-olds from the Senior School and octogenarians from Campbell Snowden residential home in Quarriers Village. Some played woodwind or string instruments, some sang. The afternoon, a product of three weeks of musical exploration, included performances of *Ave Maria*, *Loch Lomond*, *I Love a Lassie*, *Westering Home* and excerpts from *Mary Poppins*. It was the School's Rector, Andrea Angus, who commented on the power that music has to 'transcend age barriers and communicate like no other language.' Over the course of an extraordinary afternoon, an audience witnessed a very real relationship begin to develop between often disparate groups of people and the barrier between old and young, between sometimes alienated or misunderstood generations, dissipate. It is during events such as this that the real power of music is demonstrated.

*Antonia Berry is Depute Rector at St Columba's School*

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# Creating mentally healthy schools

Margot Sunderland argues that in ensuring that their school is a mentally healthy environment, heads and other school leaders have really got their work cut out

Exactly how do you support mental health in a culture of fear, pressure and disillusionment, where academic outcomes trump all else, where the majority of teachers suffer work-related stress and where heads are under immense pressure to achieve great results?

This is a Herculean task for heads who have to deal with the unmet emotional needs of pupils and teachers.

There are currently one million children with mental health problems in the UK; 200 schoolchildren are lost to suicide each year (*Papyrus Number 60 2017*) and permanent exclusions are now 40 per day (children with special educational needs amounting to half of these) (*DfE 2018/BBC July 19 2018*). Permanent exclusion dramatically increases the probability of psychiatric problems and children who are suspended just once are twice as likely to drop out of school (*Klasovksy 2013*). On top of this, add exam stress and a narrowing of the curriculum, which includes a lesser focus on stress-relieving subjects such as drama, art and PE.

In Tom Rogers' article in TES July, 2018 on toxic school environments, he states, 'There is a bullying epidemic in schools. Teachers scared to approach their bosses, scared to say they are struggling, scared to not meet a stupid target'. It's not surprising then that 70 percent of teachers this year have taken sick leave due to a physical or mental health problem related to work stress (*Devon 2018/NASUWT 2016*). Teacher's workloads are very heavy with more than three-quarters of teachers working between 49 and 65 hours a week (*Guardian Teacher network Survey 2016*). Teachers are also saying they feel devalued and that their wellbeing is not considered as important in school; and that they see their school culture as being one of blame or criticism (71 percent) (Big Question Report, NASUWT 2016).

But senior leaders also need their emotional needs to be met. One could argue that while senior leaders are so overwhelmed and under pressure to obtain good test results at almost any cost, they are in no place to offer mental health support for teachers and children. And yet they must. Here are some suggestions how.

Heads must get psychological support for themselves - twice weekly therapy or counseling, where they can off-load, weep, howl or rage in front of someone who truly understands and listens. We know that counselling brings down toxic stress (which is dangerous to the immune system and a key factor triggering mental ill-health) to tolerable stress. Without this, stressed out heads are not going to be best set to support mental health in their school.

'Psychological hazards' health checks for teachers and a shift to psychologically aware, warm and empathic whole-school cultures will make significant improvements. This

will involve putting in place a system of valuing teachers and taking away the psychological hazards of shame and blame. Research shows feeling valued is key to mental health, whereas shame triggers the same reaction in the body as when you have suffered a physical injury (*Dickerson et al 2014*). To this end, one head adopted the *I wish my headteacher knew* intervention. It's a simple written note exercise for teachers that was originally *I wish my teacher knew* and used for pupils to write to teachers. Unsurprisingly, the teachers wrote back 'We don't feel valued', which served as a wake-up call for the head who then began to focus on making time to acknowledge and appreciate staff members. Practically speaking, this involves senior leads being more attentive to teachers' successes and also issuing commendations to other senior staff and overseeing bodies. This head also started and ended the week with several small talking circles for staff to talk about their feelings about school and home, led by a teacher trained in group facilitation.

A shift from a culture of blame regarding test results to a culture of support for teacher-pupil relational health will also have a positive impact on pupils' mental health. Research shows that the more securely attached children are to teachers, the better their behaviour and the higher their grades (Bergin and Bergin 2009)

There is a mass of research showing that single parents have a far higher risk of mental and physical health problems, particularly depression, than two adults who share parenting. It's largely the loneliness and the lack of another adult emotionally regulating you while you emotionally regulate the children. Loneliness triggers the PANIC/GRIEF system in the brain, which can lead to panic attacks. It's no coincidence that nearly 20 percent of teachers say they suffer panic attacks due to their job. Due to funding cuts, many teachers do not have regular access to teaching assistants so they are often a 'single parent' to 30 children, some of whom will inevitably have learning difficulties and mental health issues.

Senior leads should ensure that these 'lone' teachers have regular talk-time groups to ensure they have a place where they feel free to talk to colleagues about feelings of loneliness, impotence, abandonment and lack of recognition.

Heads should also seek creative solutions to improve adult/staff ratios, such as using volunteers or teaching apprentices. Schools do well on this front when they advertise for volunteer parent or grandparent helpers who are warm and empathic and a calming presence for both teachers and pupils.

If teacher stress has got to the point of almost 80 percent of teachers reporting work-related anxiety problems (*NASUWT 2016*), then we know we are in the realm of toxic stress. Toxic stress means chronic unrelieved stress, a key factor in mental and





physical health problems. It plays havoc with your immune system and can even result in premature death. (Felitti and Anda 2008)

Heads have a responsibility to find ways of bringing down teachers' toxic stress to tolerable stress. A quick 'there-there' chat in the corridor before the teacher's next lesson is not sufficient to reduce toxic stress levels. Rather, it's important to ensure staff have access to an oxytocin (anti-stress neurochemical) releasing environment on a daily basis e.g. a 'reflect and restore room' or a sensory zone - staff-only, work-free space - with time for using this built into the school timetable. It doesn't have to be expensive to set up a room like this, and it needs to include some of the following elements which we know from neuroscience triggers oxytocin and opioids:

- Warm lights (uplighters)
- Colour
- Soothing music
- Lovely smells
- Comforting fabric
- External warmth heating the body (e.g. electric blankets)
- Open fire DVD

(Uvnas-Moberg, K. (2011) *The Oxytocin Factor*)

Due to troubled home lives, many children arrive at school in an emotional state not conducive to learning. There are many neuroscience research backed interventions designed to bring down stress levels in vulnerable children from toxic to tolerable. These are best implemented at the beginning of the school day and include:

- Accompanied drumming
- Tai chi
- Mindfulness
- Replacing detention room with meditation room (research shows improved learning and less bad behaviour)
- Sensory play
- Time with animals or time outside

All of these interventions support learning and protect against toxic stress-induced physical and mental illness.

There is a wealth of evidence-based research showing that having daily and easy access to at least one specific emotionally-

available adult, and knowing when and where to find that adult is a key factor in preventing mental ill-health in children and young people – it's called social buffering. If the child does not take to the designated adult, an alternative person should be found.

Heads need to ensure that pupils understand that their self-worth, and the worth of others, cannot be measured simply by tests and exams. This needs to be communicated very clearly to ensure that they have got the message, coupled with a formal valuing of each individual child in terms of their special qualities: e.g. kindness, generosity, perseverance, explorative drive. We know that punishment/isolation rooms don't work and mostly punish those who have mental health problems or a high adverse childhood experience (ACE) score. Furthermore, countless research projects show that isolation, sensory deprivation and feeling shamed is very bad for both mental health and physical health (*Dickerson et al 2004*). In contrast, the use of restorative conversations in schools has been found to be highly effective, both in decreasing behavioral problems and exclusions and developing pro-social skills and life-long ability to manage stress well (*Klasovsky J 2013*)

But we cannot lay all the responsibility for mental health in schools on heads. If schools are to become mentally healthy places, for both teachers and children, the value of wellbeing has to start at the very top, with Department for Education, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. There needs to be national recognition of the importance of monitoring the mental health culture of every school, and governing bodies, trust boards and directors need to make staff wellbeing, as well as pupil wellbeing, key performance indicators for our schools.

*Dr Margot Sutherland is the Director of the Centre for Child Mental Health*

For further information on stress, child mental health and training please call 020 7354 2913 or visit: [www.childmentalhealthcentre.org](http://www.childmentalhealthcentre.org). For information on Trauma Informed Schools UK, visit [www.traumainformedschools.org](http://www.traumainformedschools.org).



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# The muses – Thalia, Melpomene, Terpsichore ... and Delilah

OR Houseman finds that the stage is best viewed from the balcony bar

‘There must be far more emphasis on The Arts. It is absurd and, quite frankly, anachronistic that all house competitions are sporting events. This does not reflect the broad nature of our Co-Curricular programme. I shall therefore be introducing house competitions in music, drama and dance.’

This was the message received by the housemasters from the newly appointed Head of Co-Curricular Activities (a senior leadership position given to an external applicant). The headmaster was clearly in full support, and reminded us of our obligation to attend plays, concerts and cultural events. He evidently enjoyed the opportunity to present himself as a patron of the arts in the face of the housemasters’ philistine indifference. A recently appointed housemaster expressed some anxiety to me as we left the meeting.

‘I think the headmaster means it. He is going to expect us to go to every play, concert and art exhibition. I just don’t see how I am going to be able to do that. I simply don’t have the time: there are at least two events every week. What is worse, the headmaster is going to compare me with my predecessor. And he did go to every event.’

‘What makes you think that?’ I asked.

‘The headmaster told me only last week. Nick used to go to everything, he said. Always supported the boys in his house, whatever the activity. How did he manage to do that? How did he have the time?’

‘Nick didn’t have the time either. None of us does.’

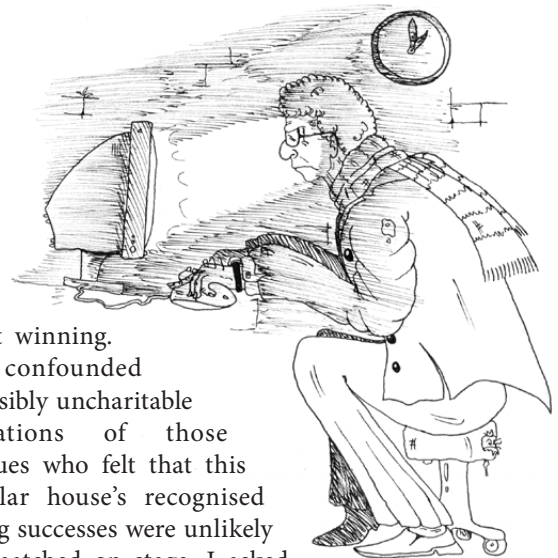
‘So how did he manage to go to everything?’

‘He didn’t. He just knew how to make it look like he went to everything. You have probably noticed that the drama and music departments serve interval drinks on the balcony at the back of the theatre during every show. Nick used to arrive five minutes before the interval and offer to help serving drinks. Every parent in the audience saw him there, and so did the headmaster. The heads of music and drama saw him at every event, and regularly praised him to the headmaster. Five minutes into the second half he would leave again. But it didn’t matter: he had done enough.’

My younger colleague showed some signs of relief as well as a sense of injustice. But he was still anxious.

‘And what about house competitions in the arts? House singing? A drama competition? Dance? This new Co-Curricular man is going to make that happen.’

He did, and began with a drama competition in the second half of the Michaelmas Term. It passed fairly painlessly. The boys were given a theme by the Director of Drama. They wrote their own scripts and organised their own rehearsals. For practical reasons there were knock out heats before a final in which only the top four houses performed. The lack of public exposure minimised the humiliation and potential disgrace of the less successful houses and their housemasters. My anxious junior colleague’s house had creditably reached the final



without winning.

This confounded the possibly uncharitable expectations of those colleagues who felt that this particular house’s recognised sporting successes were unlikely to be matched on stage. I asked him after the event whether he had changed his views on school drama.

‘Yes I have.’

‘So you now like it?’

‘No. I now totally disapprove of the activity.’

‘You disapprove?’

‘Yes. It seems to turn them all into precocious luvvies. I have never seen so many tantrums.’

‘Did your head of house not help to keep things calm? He’s captain of rugby, isn’t he? Plays for Wales under 19s? I can’t imagine him being too precious about things.’

‘The head of house? He was the worst of the lot. He insisted on contributing to the script. The trouble is, the boy directing the show thought his bit was rubbish and cut it out. But the head of house only found out at the next rehearsal. And he didn’t take it very well. He started talking about ‘artistic integrity’ and his ‘creativity being compromised’. I don’t even know where he got these phrases from. I blame the theatre. I don’t think it is a very healthy influence on boys.’

The singing competition was scheduled to take place the following term. The Head of Co-Curricular Activities thought he was introducing a completely new idea, but in fact he was simply reinstating an event which to the boys’ great dismay had been shut down by the previous headmaster about ten years earlier. They complained for about two years and begged for it to return, but the removal of the prospect of anarchy which it entailed brought the headmaster enough relief to compensate for any amount of irritating deputations from boys to reinstate it. Eventually the boys forgot they had ever had a singing competition, but now it was coming back, and my junior colleague was once again anxious.

‘I think this is going to be even worse than the drama. I didn’t enjoy managing the injured sensibilities of delicate

thespians, but at least the problems were not too visible. And perhaps a few artistic tantrums in the privacy of the house were not too bad. This time the head of house has reverted to type. His idea of music is bawling Tom Jones songs at the Millennium Stadium and now he's trying to recreate that sound here. They are going to disgrace themselves, and me, in front of the entire school. And apparently the Head of Co-Curricular activities wants to invite parents and governors, with a judge from outside the school. It is going to be a disaster and humiliation for us all.'

As my junior colleague seemed to be anticipating the very scenes which had caused the singing competition to be discontinued ten years ago, I thought it might be prudent to warn the headmaster. Another experienced colleague who remembered the banned competition joined me. The headmaster had no hesitation in dismissing our fears.

'Nonsense. I don't think you properly understand that the school is a very different place now from the one you used to work in. The boys are much more artistically aware: just look at the participation in the house drama last term. I was particularly impressed with the attitude of the captain of rugby. A very sensitive view, far from the boorishness of the place under my predecessor. I think you will learn a thing or two about the impact the Head of Co-Curricular and I have already made here.'

Unfortunately, the predictions of my pessimistic junior colleague were far closer to the reality of the evening than the headmaster's rather optimistic belief that he and the Head of Co-Curricular had already turned the boys into musically

sensitive aesthetes. The singing was not as good as that at the Millennium Stadium, and the audience, or crowd, did not even show the same respect for the performers as they might have done for an opponent taking a kick at goal. They saved their worst for the Head of Co-Curricular, who made the inexperienced decision of attempting to make a speech about the significance of music in all of our lives. At least, we thought that was what he was trying to say, though very little of it was audible. Fortunately, the boys' excitement was such that none noticed the headmaster quietly leaving the theatre via the balcony fire exit. As I was standing near the same exit with a similar plan, he could not avoid speaking to me.

'This is a disaster. And the chairman of governors is here to witness the whole thing. It will put my programme of reforms back years.' Rather than thank me for attempting to warn him, his tone suggested that I was somehow to blame.

It was a shame he left early, because he missed the address from the chairman of governors at the end of the evening. Unplanned and unprompted, he walked on to the stage, instantly silenced the entire school with a simple gesture, and went on to tell them how much he had enjoyed the evening, which had rekindled fond memories of singing competitions back in his own time at the school in the 1960s. The boys loved it and loved him; particularly when he stayed on stage to join my junior colleague's house in a reprise of their winning performance: Tom Jones's 'Delilah.'

*OR Houseman prefers Glyndebourne to Cardiff*

## HERE & THERE

### Wellington School pupil Wins Outstanding Young Person Award



Ali Layard in Year 11 has won the 'Outstanding Young Person Award' at the National Air Ambulance Awards and was presented with his trophy by celebrity Richard Madeley.

The Great Western Air Ambulance nominated Ali after his heroic fundraising efforts on their behalf. Ali sustained life changing injuries when his legs were caught in the propeller of a narrowboat. Ali's legs were terribly injured, requiring hospitalisation for four months and numerous complicated operations. He was rescued by the Great Western Air Ambulance Charity who air-lifted him to Frenchay Hospital, where his journey to recovery began.

Despite being told he would not walk unaided again, Ali's personal resilience and hard work has led to him becoming an outstanding cricketer. He plays for Wellington School 1st team and is part of the elite cricket programme, as well as playing for the Boys U15's Somerset Cricket Squad. In addition, he is a proud member of the England Physical Disability Lions squad.

Ali ran the Bristol 10K to raise awareness and funds for the Air Ambulance, alongside his father Andrew, and Peter Sadler, the paramedic who was at his side during the rescue.

Ali's mother Sophie commented, 'Ali received a standing ovation from 350 industry seasoned pros (pilots, paramedics, doctors) who live and breathe trauma. Apparently, they very rarely feel compelled to rise to their feet - it was rather humbling for us parents!'





# Healthy body, healthy mind

David King describes a successful whole school initiative



Appleford School celebrate their ISA award for their sporting provision

For a number of years it has been accepted that children have become less active, and the impact on their health and prospects has become ever more obvious. Recent NHS data (May 2018) supports this view with over 1/3 of Y6 pupils being overweight and 1/5 classified as obese. As a boarding school with 70% of our pupils spending as much time under our roof as at home, Appleford School decided to tackle this issue head on and make fundamental changes to our curriculum, daily organisation, timetable and extra-curricular programme. After all, if we didn't do something, who would?

It was our aim not only to increase measurable levels of fitness and well-being in all pupils, but to also develop an enhanced range of sporting activities leading to increased participation and involvement in competitive sport. It was therefore decided to restructure the entire school day around access to PE, providing all the necessary resources. The school day was extended to 5pm to provide additional timetabled

lessons in PE for all pupils. This resulted in every child engaging in daily 40 minute planned personal fitness programmes. These programmes were carefully planned and monitored by an increased PE staff body under the oversight of a new Head of PE. This element of change was not focussed primarily on participation in sport, but rather to bring our pupils to a level of fitness whereby participation would become a genuine option. Fitness levels were developed through a circuit training methodology combined with the monitoring of performance of all pupils using a range of performance assessment tools. Twice yearly reports were provided as part of the usual reporting procedures to evidence progress and to make sure parents were fully involved.

With a body of healthier, fitter children, a programme of enhanced participation sports was introduced. Rather than optional afterschool clubs, Wednesday afternoons were designated as co-curricular activity lessons, providing 3 hours





of timetabled sporting opportunities for all pupils to put their fitness into practice in a wider range of sports. In addition to the conventional sports, we now also have teams and individual participation in basketball, Australian rules football, boxing, Romano-Greco wrestling and trampolining, to name but a few.

A renewed focus was placed on competitive sport with weekly fixtures, many of them against much larger schools. In addition, we embraced the opportunities afforded through ISA involvement and entered teams in a range of events, with representation and a high level of success in swimming, cross country and athletics. At the recent ISA National Athletics Championships, Applefordians provided over 20% of the South

West team, medalling in a number of events and even breaking national records.

To put sporting excellence into the national context for our pupils, visits to sporting events were introduced, including rugby internationals, football league fixtures, county cricket matches and even a high profile Australian rules football match. Visits to the school by notable sportsmen were arranged, including Kenny Logan (Scotland RFU captain) and John Harris, a Paralympic gold medallist. Appleford also looked beyond the national stage, and competed at an international U16 netball tournament in Paris against over 50 teams from around the world, with our girls reaching the quarter finals before being knocked out by the Australians – much to their astonishment, as they fervently believed themselves to be the better team! Closer to home, we now host our local cricket team whose Sunday fixtures are a relaxing diversion for our weekend boarders.

This level of success is all the more remarkable considering we are a small school of only 140 pupils. It is down to the emphasis we have put on personal fitness and engagement in sport, and also a reflection of the school's investment in equipment, resources and staff expertise – an additional minibus to ferry participants around, additional PE staff, a new (and very expensive!) sports hall floor and climbing wall. We have also reviewed our dining arrangements and appointed a new chef to ensure that all pupils have a healthy diet worthy of future Olympians.

It was originally thought by some that the extension of the school day and other changes would have a negative and tiring effect on learning. In fact, the opposite has been the case. There has been a measurable increase in engagement and attainment, including a 16% rise in GCSE attainment. Focus and concentration have improved, as has the motivation of the pupils to do well in all areas of their learning. The notion of 'healthy body, healthy mind' has been clearly demonstrated at the school to the acclaim and great support of the parent body. To cap it all, this initiative has been recognised by ISA with the 2018 Award for 'Outstanding Sport' (small school).

*David King is the Headmaster of Appleford School*







# Kick like a girl

Kathryn de Ferrer finds a strong resonance with the Heathfield ethos

Staff and students at Ascot girls' boarding school Heathfield have been thrilled to be helping raise funds to fly 15 girls from Mumbai slums and rural Jharkhand in India to the UK for a life-changing two-week sport and education tour. The initiative is part of the 'Kick Like A Girl' campaign set up by the OSCAR foundation, a charity spanning the UK and India that drives social change by encouraging gender equality in underprivileged communities through football and education. Heathfield was one of six British schools that funded and hosted the tour, which took place in October 2018, and culminated in a taste of boarding life at Heathfield School.

Heathfield girls are passionate about helping other girls to be the very best they can be and this strong school ethos sits perfectly with the 'Kick Like A Girl' mission to empower young women by developing new skills and confidence so that they can aspire to a better future. Many of the Indian girls on the tour might have been destined for illegally early marriages, youth pregnancies or child trafficking. Instead they now have passports from a trip to the other side of the world that aimed at changing their perspective on life and opening up new possibilities.

A huge fundraising effort was made to raise the £5000 needed to bring this project to fruition. Heathfield's Director of Pastoral, Kathryn de Ferrer, met the girls in India in the early days of the project and was captivated by their overwhelmingly positive mindset and bubbly enthusiasm. Back in the UK,

Kathryn ran 100km to raise money and the Heathfield girls boosted sponsorship by matching Kathryn's efforts – their four school houses ran 25km each, together raising £2,000. Further exciting fundraising initiatives were devised by pupils Kiki Severn and Minty Clarry, who became OSCAR International Young Leaders and ambassadors for the cause. The money raised not only helped to fund the 'Kick Like A Girl' tour but, crucially, will also provide an ongoing educational programme for their Indian peers through OSCAR's Young Leader programme, ensuring that hundreds of children will benefit. This programme is targeted at youths wanting to create an opportunity for themselves and enables them to give back to their community by passing on skills and learning.

During their UK tour, the Under 17 Kick like a Girl team not only had the chance to showcase their football talents in a series of friendly matches, but were also immersed in a culture that cherishes and promotes girls' education – the opposite of what they are used to. The girls were particularly excited about the opportunity to take part in academic lessons and sports, whilst enjoying the exceptional facilities offered by Heathfield and the five other British schools that hosted them. The trip also included sightseeing tours of iconic British landmarks and attractions.

Heathfield girls gave the 15 OSCAR girls who came to stay a fantastically warm reception and they have loved mixing and talking together. There has been a host of planned activities





## Hearts, bodies and minds

that they have taken part in, including a fantastic assembly where they performed traditional dances and shared their very moving personal experiences.

The Art Department hosted a fun painting workshop which ensured that our visitors from Mumbai had the opportunity to explore new media and have access to the Art curriculum at Heathfield.

Heathfield pupils enjoyed a training session with the OSCAR girls that concluded with a friendly match. The visit drew to a close with the OSCAR girls performing two traditional dances at the Music Captains Concert receiving rapturous applause from girls, parents and staff.

In a visit that will never be forgotten, all the girls discovered that they share a common goal, to work hard and to be the best they can be. They have laughed and cried. Heathfield pupils and OSCAR girls have learned so much from each other. We are privileged to support this amazing journey.

OSCAR - the Organisation for Social Change, Awareness and Responsibility - was founded by 29-year old Ashok Rathod, whose vision is to educate through sport and create young leaders for the future. Ashok, who himself lives in the slums, is dedicated to working with families from the lower socio-economic communities surrounding Mumbai and encouraging uneducated parents to allow girls to attend school. The 'Kick Like A Girl' campaign is all about opening new doors, broadening perspectives and breaking down gender inequality. The team of girls - from Ambedkar Nagar in Mumbai and rural Ranchi in Jharkhand - have been training hard in football since becoming

part of OSCAR, swapping traditional dress for football shorts and T-shirts and leaving the confines of their communities to train on a football pitch. The campaign has opened their eyes to a different kind of future. In the words of one of the girls, 'Football has given me a sense of purpose. I now feel confident to question decisions that directly affect me.'

Commenting on the campaign, Heathfield's Director of Pastoral Kathryn de Ferrer said: "Kick Like A Girl" resonates strongly with our school ethos of fostering confidence and belief to enable young women to go beyond their perceived abilities. Here at Heathfield we are passionate about helping girls stand up, stand out and live life to its fullest. It is an absolute privilege for our girls to have been able to play a small part in empowering girls on the other side of the world to stay in education and build a positive future.'

Tour organiser Lucinda Sowerbutts added, 'The children selected for the OSCAR tour come from very poor uneducated families. Some of the girls have very harrowing personal stories and they live in basic houses with no running water or bathroom. There are 100 toilets for 60,000 people. They lead very tough lives. This opportunity is a lifeline. Working in the community I can see for myself the positive impact. The host schools will have learned and benefited every bit as much as the OSCAR team. Everyone's a winner.'

*Kathryn de Ferrer, originally from New Zealand, is Director of Pastoral at Heathfield School and unwinds by competing in long distance canoe races*







# The business that keeps on giving

John Newbould describes Bolton School's highly successful business arm



Then ... and now



Lots of businesses take their Corporate Social Responsibility seriously but few can boast that it is their *raison d'être*! Bolton School Services Limited (BSSL), which this year is celebrating its 25th birthday, is one such company. Each year, all profits generated are used to finance bursaries which support pupils aged 11 years and over at Bolton School with their education. Services Bursar Martin McDermott, who oversees the various enterprises that make up BSSL, says: 'I take great pride in that the more profits we make, the better futures we can help build for young people at Bolton School. This philanthropic aim, first espoused by Lord Leverhulme in 1915, fills our employees with a sense of purpose and drives them on to maximise revenues.'

BSSL's annual turnover is in the region of £2.5 million and the company currently employs over 160 staff, making it one of the largest employers in the town. All profits, totalling more than £3.5 million over the past 10 years, are gift-aided back to the School. It is a large amount of money and few schools in the country can compete in terms of bursary funds generated through in-house enterprises. Martin McDermott explains. 'There are limitations to what we can do, as the School is in operation for 173 days each year, during which time the facilities are utilised by pupils and teachers. However, we have learnt how to best utilise our services when we do have access to them and we have provided expertise and guidance to other schools as they seek to do the same. Each year we also provide – and benefit from – a range of practical projects for business students from Lancaster Business School and MMU.' In their most recent Independent Schools' Benchmarking report, Horwath Clark Whitehill, the School's auditors, placed BSSL firmly in the top tier of commercial trading subsidiaries operated by schools. There are only a small number of schools that report trading income and profit generated at anywhere near comparable levels.

Formed in 1993, a number of enterprises operate under the BSSL umbrella: BSS Coaches, BSS Weddings and Events,

BSS Leisure, Patterdale Hall commercial services, Patterdale Hall Holiday Lettings, Kidzone and BSS commercial function catering.

BSS Coaches is a perfect example of the forward thinking characteristic of the school. Bolton School's Scout Troop first purchased a coach in the mid 1950s to take its older scouts to camp. In 1960 the troop purchased an additional coach; both were privately run. After requests from the School to utilise the vehicles for pupil trips as well as the scouts, a decision was made in the mid 1960s to operate as a formal coach service, the first four drivers all being members of the scout group.

During the mid seventies, the coaches were used primarily to transport school sports teams and in the running of school trips. Demand for the use of coaches by the School steadily grew until, in 1987, the School purchased the vehicles from the scouts and took over the running of the coach fleet, which, at the time of the takeover, numbered six vehicles.

The School continued to run the fleet until 1992, when the assets were transferred to the newly formed Bolton School Services Limited, and the name BSS Coaches was born. The fleet took a tremendous leap forward in 1995 when BSSL bought out a local coach company, Sharrocks, adding to its fleet with three up-to-date vehicles. Over the following years the fleet was gradually modernised and now totals an impressive twelve vehicles.

Besides transporting Bolton School pupils to and from School and on trips both in the UK and abroad, BSS Coaches works for other schools, professional and amateur sports clubs, commercial companies, local authorities and a variety of groups, clubs and associations. The School premises are in high demand for hosting weddings and BSS Weddings and Events oversees this, along with the hiring out of facilities for banqueting, dinners, fashion shows, business network meetings, location filming, conferencing and exhibitions. BSS

## Modern world

Leisure hires out sports amenities and runs courses in aquatics, health and well-being, education and training and a variety of children's activities, including summer camps. Patterdale Hall, the school's residential Outdoor Learning Centre, situated in the Lake District, is hired out to other schools, to companies and to individuals for outdoor pursuits, recreational courses, residentials, conferencing, weddings and special celebrations. Properties are also available for hire in the grounds of the Hall and bookings are managed by Patterdale Hall Holiday Lettings. Kidzone, based in the School grounds, is a pre- and after-school childcare setting and also offers holiday clubs for 4 to 13 year olds which are open to the local community. BSS commercial function catering offers fine dining and banqueting for a variety of events.

Over the past decade, BSSL has recruited professional specialised staff and this, coupled with sound internal operating processes, has resulted in the company delivering enhanced service and quality whilst controlling costs. As a result, the

company has built firm foundations and is well placed to maintain, develop and expand its commercial activities into the future.

With donations to the Bolton School bursary fund increasing each year, BSSL is not looking to rest on its laurels. Martin McDermott looks to the future. 'We are always on the lookout for ways of increasing revenues: in recent months BSS Leisure has been expanding its portfolio of clubs and activities - we now have over 700 children signed up to our aquatics clubs, we have bought new coaches to grow our fleet, Patterdale Hall has been refurbished and is taking more bookings all year round and the School is increasingly being hired out for weddings, various banquets and to film companies. Right now, the future for BSSL and for bursary provision at Bolton School looks strong.'

*John Newbould is Head of Marketing at Bolton School*

## HERE & THERE

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### Khadeejah Hullemath: The Voice of Youth Politics

Khadeejah Hullemath, a pupil at Wellington College, is fast-becoming the voice of Youth Politics. She recently delivered the First News Children's Charter for Brexit to Downing Street and she was soon back in Westminster to interview Jeremy Corbyn. Khadeejah questioned the Labour Leader on a range of issues, from the likelihood of him becoming Prime Minister to lowering the voting age to 16.

Khadeejah's political CV speaks for itself: as a Youth Councillor, she ran an anti-bullying campaign involving all the schools in her borough and, as a member of the Surrey Youth Cabinet, she worked closely with the County Council Cabinet, before stepping up to the Youth Parliament which is made up of around 300 young people from across the country. After two years as an MYP, she took on a responsible new role as part of the procedures group which oversees the South-East of England. 'I am in charge of all those boroughs, all of their Youth Councils, all the youth work that goes on there.' Speaking about her route into Youth Politics, Khadeejah commented, 'Initially for me it wasn't so much about Politics, it was more about making a change and making a difference. It's also about representation, because Muslim women tend to be a group that isn't well represented and I try to consider other people in the same position - young carers and people who live independently at 16 because they are homeless or don't live with their parents.'

When asked how she manages to juggle school work with the demands of being an MYP, Khadeejah commented, 'It's all down to organisation and knowing what you're doing.' With such clarity, and such energy, there is no doubt that she will go far in the world of politics, if that is the path she chooses to take.







# Saving the High Street

Tim Firth describes an award-winning initiative

It may seem as if teens never lift their gaze from a screen, but a group of my pupils have done just that. And, what's more, they have launched a bid to do what the likes of House of Fraser, BHS and now sadly Coast have failed to do - save the High Street.

Now, don't be too sceptical. They may be fully paid-up members of the online generation, but these 13 and 14 year-olds have come up with a pretty good plan, impressive enough to bag £20,000 in The Young High Street Challenge competition to see if they can make it work in real life - and, yes, on a real High Street.

The competition was run as part of a Pride in Our Community Fund, which identified six Midlands towns in need of rejuvenating. That someone thought to let teens have a go is truly inspired and should be a wake-up call for schools across the country.

This group has had to think differently about what might work, and there's a lesson in that for us all - including teachers.

Fortnite, Snapchat and their ilk are nowhere to be seen in their Retro Shack idea - a destination shop planned for Wellington in Shropshire which will sell vintage classics and hopefully lure customers off 'their screens' and back to the High Street with experience buying.

This is about pupils designing and then running a real business. They are negotiating leases with landlords and recruiting staff to run it with hopes to open in January. They

had to pitch their idea to win the cash in the first place and will have an interesting road ahead as they look at supply and demand and how to get people to step across that door for that increasingly elusive footfall that retailers still plying their trade on the High Street so desperately need.

I'm delighted this project has shown our teenagers there is life outside Whatsapp, but I'm holding my hand up to say I'm glad it got them to put down their English and Mathematics books for a while, too. There may be a sharp intake of breath at a headmaster saying that, but schools need to do more than just prepare their pupils to pass exams. Of course good grades are important and an indicator of the effort and capacity for analysis required in the work place. But we are letting our children down if chasing those A grades becomes our solitary focus at the expense of all else. It's a rapidly changing world in which we are now living and every school will have to up its game and look earnestly at doing more to get our children ready for the jobs market.

For too long, schools and universities have been producing people who have academic grades but who are simply not ready for the workplace. Employers have faced increasing problems reconciling the CVs of pupils with the person they have just met at interview. The CV suggests high ability, independence and flexible skills alongside sufficient nous, but their new recruit is afraid of the telephone, avoids making eye contact and



## HERE & THERE

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### Pocklington School's inspiring Chatta

The Chatta learning app, which is being developed with the support of Pocklington School and helps Early Learners to speak more fluently, was today named as one of the most inspiring education innovations in the world at the HundrED Innovation summit in Helsinki.

HundrED is a non-profit global education organisation which shares best practice ideas and innovations to help improve the future of education globally. Its 100 top education innovations, gathered from 36 countries, were selected for their innovativeness, impact and scalability.

The Chatta app works by encouraging children to upload and talk about their own pictures and photos. It is used at Pocklington School to help Pre-Prep and Early Years children improve their command of language and vocabulary, as well as to support overseas boarders as they master the English language. The app has also proved useful in helping children with special needs to speak fluently.

Chris Williams, Chatta Co-Founder, said: 'It's an immense honour to join this list of education innovators. Pocklington School was quick to spot the value of the app in helping learners become strong communicators at any level and in any language.'

Headmaster Mark Ronan said: 'We were immediately impressed by the impact of Chatta in helping both overseas boarders learning English as a second language and Early Years pupils think, speak and write in English at a higher level. We are delighted that HundrED shares our enthusiasm for Chatta's digital learning business, which is already making great strides in furthering the education of young people far beyond our School. Congratulations to Chris and we look forward to supporting Chatta in its continued development.'

Chatta is already used in schools across the UK and in Spain, Malaysia and Canada and Chris Williams demonstrated the app to international education experts at Helsinki Education Week.





lacks even the basics in terms of a common-sense approach to work. There's no capacity to join straight in. This truth has not reflected well on schools, which have merely taken a cursory look at careers whilst pretending they are shaping their pupils for the largest part of their life. I believed when I arrived here we could do more.

We opened Wrekin's Business School almost two years ago. The number of pupils taking Business Studies and Accountancy A Levels and BTEC Business has soared and the voluntary classes we are offering in CV writing and interview skills are over-subscribed. Youngsters are now lining up to ask for help to land apprenticeships and parents are backing them. University fees are making families think whether this is what they really want, no matter what their financial background is.

Increasingly, even the most invested parents now want choice for their children and it can only be a good thing for them and for society generally that success is not confined to one route. Our numbers are up, significantly so, and I think parents are responding to the investments we are making to educate the whole child. Work has also just started on a new state-of-the-art music school, with scholarships on offer for talented musicians and singers.

Schools have a duty to offer a wide variety in their teaching, which is what we do at Wrekin by way of our employability curriculum. They should include how money works, how business operates, what the variety of workplaces are like, how to interview, how to assemble a CV, how to make a presentation or pitch, establish successful routines and enter into the

mindsets of good employees and employers. Our curriculum is a work in progress, but it is already bearing fruit with the 'High Street Challenge' competition.

Our Business School goes hand in hand with other things we do to promote the resilience and independence required to go well at work. An extraordinary number of our Sixth Form leave with a Gold D of E Award, designed in a way that teaches vital skills often lacking in the classroom – independence, awareness of your place in the community and how you can contribute, working as a team in situations out of your comfort zone, trusting your own instincts and using them to your advantage. If employers see DofE on a CV, it gives a candidate an advantage over their competitors.

Finally, we try to prepare our teenagers for life – including the messy side. All our sixth formers live independently for a week in 'Our House' where they budget, shop, clean, cook, organise and prepare for school all on their own. The culture we are looking to prepare in our pupils as they leave school exists throughout Wrekin College as it should across education in the UK.

The teaching profession as a whole should be ambitious to produce people with the grades on paper and ready to start work, people their bosses already recognise as future leaders. Success in the 21st century is achieved in a variety of ways and a really good school should be able to deliver it in various forms for each and every child.

*Tim Firth has been Headmaster of Wrekin College since September 2016*



## Look to the future

Karen Williams celebrates the National Quality in Careers Standard awarded to Sutton Valence School

This standard is only awarded to schools and education providers who can demonstrate the importance they place on careers and how they support students to make decisions about their life after school. Sutton Valence is currently the only independent school in the country to have achieved this accolade.

With the rapidly evolving careers landscape, it is important that schools keep pace and engender in their students a careers resilience if they are to thrive in the modern world. Today an employee will change jobs on average every five years, with greater numbers than ever changing career track during their working life.

The School's own skills audit had highlighted the need to provide opportunities for students to develop creative and critical thinking and have experiential learning opportunities. This links to the opportunities that are already being provided by mini gaps of three to four weeks in China and India. These, along with being offered a number of sports, volunteering, mentoring, Crest awards, STEM activities, Duke of Edinburgh Award and CCF outside our normal curriculum, were deemed to develop the whole person. The School encourages continuous learning and fosters a growth mind-set in its students, so that they can adapt, up-skill and absorb ever changing technology, new businesses and new careers. Beyond this, the School's expectation is that its pupils will grow in their determination and self-esteem, leaving as confident, charming and capable, but not arrogant, young adults able to cope with the rigours of modern life. Mrs Christine Carter, the Head of Careers has completed her master's degree and postgraduate diploma in Careers Guidance with Canterbury Christchurch, and under her expert guidance the School has been working continuously to improve the chances and opportunities of all our students.

The assessment process for the Quality in Careers Standard looked at all aspects of our careers guidance and how it contributes to students' preparation for the world beyond Sutton Valence. To achieve this, all careers support was appraised and substantial evidence gathered to show the effectiveness of the provision and advice. An independent expert spent a day at the School, posing questions to students, staff and the Headmaster, and then the Head of Careers went before the final board of assessors.

Sutton Valence pupils follow a structured careers guidance programme that is appropriate to their age, following the Gatsby Charitable Foundation's Benchmarks (used to develop and improve careers provision within schools), and informed by the revised national criteria and statutory guidance from the Department of Education. At Sutton Valence, the Headmaster, Governors and senior management team take a strategic view of careers guidance. The School's provision aims to inspire, motivate and inform students, supporting their individual aspirations and challenging their assumptions. All students



have access to bespoke impartial and professional career guidance to help them with decision-making and managing transition, and to prepare them for the opportunities and responsibilities of life.

A careers education programme for First to Sixth Forms is delivered, involving employers, former pupils and independent career professionals. The School is fortunate to have a very strong alumni network. Old Suttonians (OS) offer support in many ways, but especially in progression and career interests and many have provided placements. As well as OS, a number of parents are also involved in the biennial careers fair and, in the intervening years, a Next Steps event is run where OS return to talk about their careers and how they chose them. Students who have left the School within the last five years are invited back to give a brief summary of what they have been doing since they finished School. Those who visit have taken a variety of paths and are able to speak candidly about their experiences, offering a contemporary view of the current jobs market.

The School recognises and values the input from employers in preparing students for the working world. Local firms such as BAE Systems, Berkeley Homes and Whitehead Monkton Solicitors, are regularly invited to visit and participate in careers events and work placements. There are talks from universities and employers offering information on Higher Apprenticeships and School Leaver schemes. The School's connections with the Universities of Sussex and Kent have meant that they regularly



visit to offer advice on UCAS. Sutton Valence also runs a UCAS focus week for Sixth Form students, assisting with online applications, university choices, and personal statements.

Careers is interlinked with the PSHE department and is a feature of the junior students' portfolio, and more senior pupils are provided with time to reflect on their personal development and record outcomes from their work experience at the end of Fifth Form. As a result of all the programmes in place, the assessors found that the students are very positive about careers guidance; they value the School taking an interest

in them and how they are encouraged to think about their skills and their future through the different activities offered. The award confirmed that Sutton Valence has a sound careers education programme in place across all years, fully supported by the governing body and the senior management team, which prepares students for the global economy.

*Karen Williams is Director of Admissions and Marketing at Sutton Valence School*

## HERE & THERE

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# Brentwood School Racer wins 2019 Ginetta Junior Scholarship

15 year-old Brentwood School racer Ethan Brooks has scooped one of the most sought after prizes in UK motorsport, beating 66 other aspiring drivers during the three-day half-term competition at Blyton Park, Ginetta's own test track, to secure the Ginetta Junior Scholarship 2019.

It was the first time Ethan had been behind the wheel of a racing car and the win secures him entry into the 2019 Ginetta Junior Championship, the use of a G40 Junior racecar, insurance, consumables, tyres and fuel, plus professional car preparation from an experienced team for the duration of the season.

Ethan secured entry into the Scholarship competition by winning the British Schools' National Karting Competition (BSKC) in July 2018 with his brother Callum, also at Brentwood School.

Ethan said: 'My time at Blyton Park was extremely enjoyable and productive as I found my limits both mentally and physically. I learnt a lot from the expert driver coaching and also advice on how to present myself to the media.'

Each qualification day saw 33 drivers participate before being narrowed down to 24 drivers for the final day. From this, 12 drivers progressed through to the afternoon before being whittled down again to the top six drivers who battled it out, on a new track layout, to take home the prize. The young driver's raw talent shone through across all three days as the track layout was changed from the qualification day to the final day and he showed his diversity and ability to adapt to the track straight away.

All drivers were tested on their professionalism throughout media and fitness sessions and as part of his prize, Ethan will receive a day of training at iZone and media training with television presenter Louise Goodman.

Mike Simpson, Ginetta Development Driver, said: 'Ethan is the perfect example of why we hold the Scholarship, his natural talent really showed through his driving sessions and his professionalism throughout his media and fitness session really did make a difference.'

Ethan is now appealing for sponsors to back his bid for a Grid place in the first round of the Ginetta Junior Championship at Brands Hatch in April.



# Inventing the future

## Celebrating the contribution that Gresham's School has made to Design, Engineering and the Arts in the 20th Century

From early vacuums designed by inventor James Dyson to rare first editions; from *The Liberal Fascist*, a 1934 original manuscript about his thoughts on education at Gresham's by the poet W H Auden, to actress Olivia Colman's Golden Globe statuette; work by an extraordinary array of artists, performers and scientists featured in a unique exhibition celebrating the remarkable artistic and design accomplishments of 20th Century students from Gresham's School in Norfolk. *The Gresham's Designers, Artists & Writers Who Changed Our World* ran from September 29th to October 14th 2018.

Key examples of their work and previously unseen documents and artefacts were drawn from private and public collections, ranging from boat, plane, architectural, engineering and graphic designs & products, to literary and musical manuscripts, books, films, paintings & ephemera.

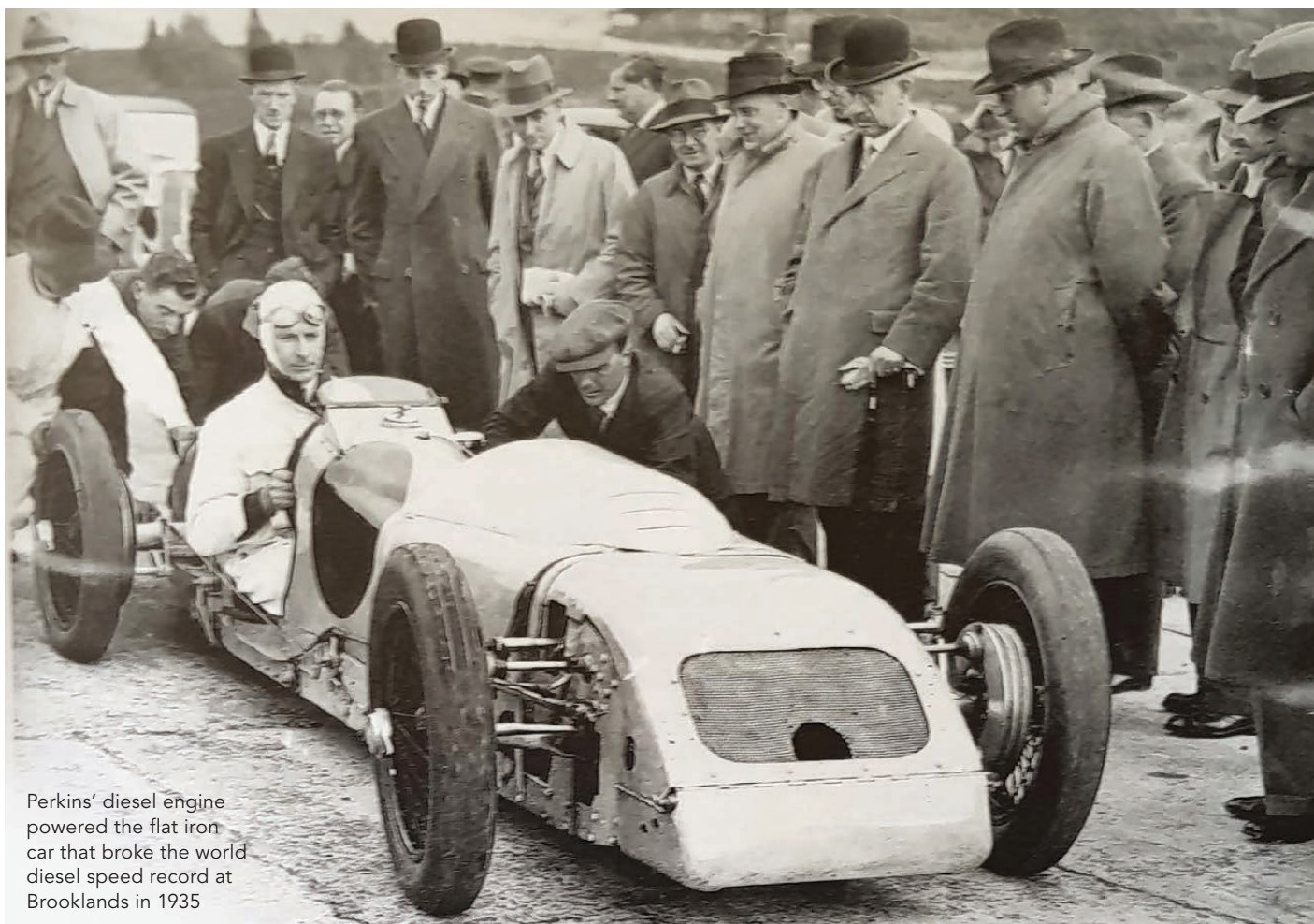
Works from prominent 'Greshamians' such as poet Stephen Spender and his artist/photographer brother Humphrey, artist Ben Nicholson, composer Benjamin Britten, and Gerald Holtom, the artist who created the famous symbol of international peace, were also on display. The exhibition featured film excerpts from the work of Nigel Dick, the musician and writer who famously

directed the Britney Spears video *Baby one more time* and the Band Aid video *Do they know it's Christmas?* as well as making over five hundred music videos with many others, including Paul McCartney, Elton John, Oasis and Tina Turner.

Gresham's educated Christopher Cockerell, who invented the hovercraft using two empty coffee tins and a vacuum cleaner fan, was represented in the exhibition by his vital work on radio direction finders for the RAF in World War II; as well the designers of several innovative planes and Frank Perkins, who developed the diesel engine, producing more than 20 million and transforming world agriculture from horse to mechanical power. More than 15 key artworks by the leading British painter Ben Nicholson were also on show.

The exhibition also featured Philip Dowson, co-founder and chief architect at Arup Associates the global design business, prolific boat designer Ian Proctor and Gerald Holtom, the designer of the International Peace Symbol which started as the logo for CND, which he gave to the world without copyright.

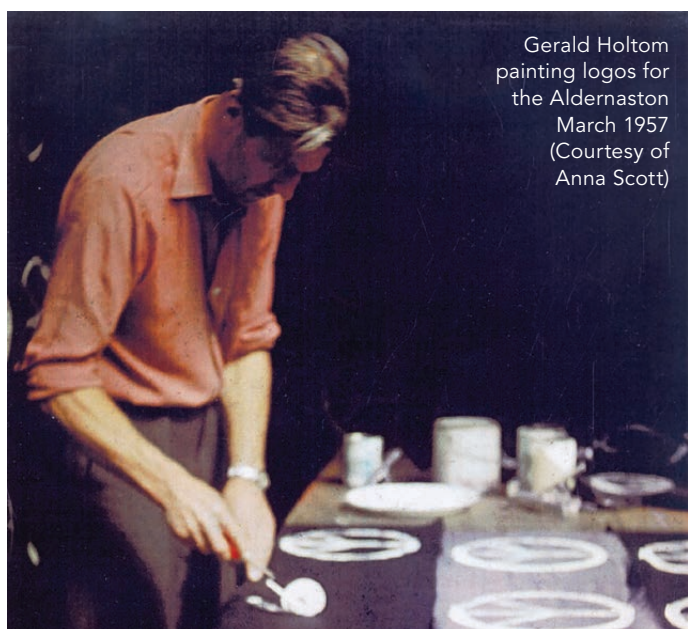
Gresham's School in Holt, North Norfolk, was founded in 1555. In the early decades of the 20th Century, the small provincial grammar school underwent something of a cultural



Perkins' diesel engine powered the flat iron car that broke the world diesel speed record at Brooklands in 1935



'Gresham's is an historic and vibrant co-educational school. We pride ourselves that a Gresham's education enables young people to develop in a huge variety of areas: the school has a tradition of producing outstanding achievers in all walks of life, including architects, diplomats, engineers, musicians, actors and sports men and women and much more.



Gerald Holtom  
painting logos for  
the Aldernaston  
March 1957  
(Courtesy of  
Anna Scott)

revolution, tripling the number of pupils it would send to Oxford and Cambridge, while championing modern languages, literature and science in a progressive and nurturing rural environment. In 1903, Gresham's school moved from its ageing premises at the Old School House in the centre of Holt, Norfolk, to a greenfield location on the outskirts of the town with state of the art science labs and purpose-built boarding houses.

Over two decades of 'cultural revolution', the school roll went from 40 pupils to 240, though more than 100 pupils and staff lost their lives in World War I. While the school's two headmasters from 1900-1935 were Oxbridge scientists, there was a strong emphasis on modern languages and literature. 'The small provincial grammar school emerged at the dawn of the 20th Century as one of the most progressive, creative and innovative public schools in Britain and it was within this vibrant educational crucible that the pupils who were to go on to invent the future were to be shaped,' said the school's head of history, Simon Kinder.

In the field of arts and culture, the school provided the spring board for Auden, Spender, Britten and Nicholson. In

the design and engineering world there were luminaries too, down whose footpath, decades later, former pupil James Dyson would follow, going on to revolutionise domestic appliances with a series of famous inventions and founding a company that employs nearly 5,000 people in Britain alone. Sir James contributed an essay to the booklet published alongside the exhibition.

In the world of journalism and broadcasting the school boasts the BBC's first Director General, John Reith, and Cecil Graves, also Director General for a year during World War Two; the broadcaster and former head of the BBC World Service and CEO of the Barbican Centre in London, Sir John Tusa; Peter Pooley, the founder and first editor of BBC's Radio Newsreel, which was to become the most ambitious and longest sustained news programme mounted anywhere in the world; and journalist and BBC broadcaster, Paddy O'Connell. Notable figures from print journalism include Harry Hodgson (editor Sunday Times), Alistair Hetherington (editor Guardian), Cedric Belfrage (journalist, writer and double agent), Philip Pembroke-Stevens (foreign correspondent for Express and Telegraph, expelled by Nazis in 1934 and later shot reporting on the Japanese invasion of China in 1937). The spy and Russian agent Donald Maclean, whose life has been explored in two recent biographies, was also at the school, along with a number of other spies.

Film and stage luminaries include Peter Brook, Britain's greatest living theatre director, Stephen Frears, Julian Jarrold, Shakespearean actor Sebastian Shaw (later Anakin Skywalker/Darth Vader), and actor Miranda Raison. Olivia Colman, who attended the school from 1990-1992, won the Golden Globe in 2017 as best supporting actress in *The Night Manager*.

The headmaster of Gresham's, Douglas Robb said: 'Gresham's is an historic and vibrant co-educational school. We pride ourselves that a Gresham's education enables young people to develop in a huge variety of areas: the school has a tradition of producing outstanding achievers in all walks of life, including architects, diplomats, engineers, musicians, actors and sports men and women and much more. We believe that this celebration of some of our greatest alumni will inspire future generations to come to study and thrive here.'

# Saving lives at sea

## UWC Atlantic College and Rolls-Royce work together to save lives at sea

A group of United World College students have been working with Rolls-Royce engineers to lay the foundations for a collaborative project which aims to design and develop new technologies that could save lives at sea.

Seven students at UWC Atlantic College in south Wales have been developing their ideas for new marine technologies, such as scouting drones, which could aid the search and rescue process at sea, alongside three of Rolls-Royce's most experienced marine specialists.

The ideas were born from the students' personal experiences of working on the rigid hull inflatable boat (RIB) – the world's most widely used craft for inshore rescue, developed and tested in the 1960s by Rear-Admiral Desmond Hoare, the College's founding principal, in collaboration with College students. The early RIB X craft were built and test-driven along the dramatic Bristol Channel coastline by Atlantic College students. Now known as the Atlantic Class, the design that developed from the original 'X Alpha' prototype revolutionised maritime rescue worldwide and became the model for RNLI inshore boats across Britain. UWC Atlantic College is recognised as the founding member of the global United World Colleges education movement and the development of the RIB commenced shortly after the College's opening at the 12th century St Donat's Castle near Llantwit Major in 1962. The patent for the RIB was created by Desmond Hoare who donated it to the RNLI for £1 in 1973. A copy of the still uncashed cheque hangs framed on a wall at Atlantic College.

Having experienced the difficulties of searching for and rescuing people in trouble at sea at first hand in the course of their College service and lifeguarding training programme, the project team felt driven to come up with new solutions to aid the process, utilising their knowledge of drones and unmanned aerial vehicle technology in combination with artificial intelligence (AI).



UWC Atlantic College's collaboration with Rolls-Royce is part of its commitment to forging relationships between education and industry, as the College plans to develop a new 21st century diploma pathway in collaboration with the International Baccalaureate. Impressed by the students' ideas and enthusiasm, Rolls-Royce assigned a team of marine engineering specialists to collaborate with the students and help transform their ideas into reality.

Simon O'Connor, a marine engineer in Rolls-Royce's naval business, Bernard Twomey, regulatory development lead (marine), and Don Murray, senior vice president (manufacturing), travelled to the College to work with some of the students to develop systematic approaches to solving problems faced by search and rescue teams at sea. Each year, the 360 Atlantic College students who come from more than 90 different countries spend 'Project Week' participating in co-curricular and experiential activities as part of their UWC education programme.

Erol Balkovic, 18, from Bosnia and Herzegovina, a second-year student involved with the project said: 'In our first year at UWC Atlantic College, we had the opportunity to experience real search and rescue missions aboard the RIB. It can be incredibly hard to find what, or who, you are looking for in those conditions. One of our ideas revolves around the idea that technology can essentially become the eyes and ears of a search and rescue team, pinpointing the location of a person or boat in trouble and making the entire process more efficient. This could help save lives otherwise lost at sea. This mentoring opportunity with Rolls-Royce allowed us to develop our ideas. It was an eye-opening session for us, and we cannot wait for the next one.'

The day included discussion around topics such as automation and physics, and the group also considered the materials and manufacturing processes that could be utilised when turning their ideas into physical products.





Rolls-Royce is committed to advancing science, technology, engineering and maths (STEM) subjects among the engineers of tomorrow. Its work with UWC Atlantic College forms just one part of its ambition to reach six million young people by 2020.

Simon O'Connor said: 'We've worked with students at some of the UK's top universities focused on marine engineering and naval architecture. The ideas, problem-solving approaches, and knowledge of these students at UWC Atlantic College is akin to what we would expect to see at undergraduate level and, in some instances, even postgraduate level.'

Don Murray, who is one of the Rolls-Royce STEM Ambassadors in the UK, said: 'They think without boundaries – nothing seems unachievable – and their enthusiasm for the subject is extraordinary. If this level of skill and work ethic can be demonstrated in a college environment, then these individuals will certainly excel as they progress to third-level education.'

Bernard Twomey added: 'Many of their ideas are unique, completely new to the industry. It was a pleasure to help them take those ideas further, and we are looking forward to seeing how the collaborative project unfolds.'

Commenting on the project, Peter T Howe, principal of UWC Atlantic College, said: 'From the development of the RIB all those years ago, to the potentially ground-breaking ideas coming from the students on this project, UWC Atlantic College has a rich history of contributing to lifesaving at sea. These students have been passionately involved in co-curricular activities such as the lifeguarding course we run alongside the RNLI – our students can be found safeguarding nine beaches across Wales in the summer – and it's great to see them taking those experiences to the next level.'

UWC Atlantic College was founded in 1962 by Kurt Hahn. Its approach to learning is based around three simple principles – innovation, opportunity and outreach – which it strongly believes makes education a force for good in the world. UWC is a global educational movement with the mission to make education a force to unite people, nations and cultures for peace and a sustainable future. UWC has 17 schools and colleges on four continents, the majority of which focus exclusively on the 16-19 year-old age group, a time when young people's energy and idealism can be guided towards empathy, responsibility and lifelong action.

## HERE & THERE

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# St Swithun's helps student fundraise for an RNLI lifeboat in memory of her mother

A student at St Swithun's in Winchester is well on her way to raising £214,000 for an RNLI lifeboat. 12 year-old pupil Eleanor Scougall successfully nominated the RNLI appeal as one of the school's three charitable causes for the year and has helped to organise activities to fund the boat, which will be named after her mother.

Eleanor, who is in year 8, has been campaigning and fundraising for the RNLI since her mother died from cancer in 2015. When the family decided to create something tangible to commemorate her mother's life, a lifeboat was the obvious choice. Her grandfather volunteered for the RNLI for 40 years.

'The project has been a very positive experience for me,' said Eleanor. 'I have learned some good fundraising skills and managed to confront my fears when I spoke in front of 500 people at school and 100 at the charity ball we organised. I have also realised the power of the supportive, kind and energetic community at St Swithun's.'

Eleanor's initiative has raised £156,000 so far, with more activities planned. The donations will provide a new B class Atlantic 85 inshore lifeboat which will be stationed in Lough Ree, Ireland and is to be named the Tara Scougall, in honour of Eleanor's mother. The boat will be built at the RNLI factory in East Cowes next year and is expected to be on service at the Irish lifeboat station at the end of 2019.

Headmistress Jane Gandee said 'our lifeboat initiative embodies service, duty and working together to achieve something ambitious; values that are embedded in our ethos at St Swithun's. We are very proud to support the appeal and Eleanor.'





# Phones, moans and zones

GSA reviews the way schools manage their pupils' mobile devices



A new survey of how schools manage pupils' use of mobile devices has found that schools across the country have broadly similar approaches, particularly when it comes to attitudes as children grow older. The survey, conducted by the Girls' Schools Association (GSA) and based on responses from 94 schools, found that schools generally allow greater access as children become older and learn how to assume more personal responsibility.

When asked if pupils are allowed to have their mobile phones in school during the school day:

- Just 16% of schools allow Year 7 pupils to keep their mobile phone on their person, with over half (53%) requiring pupils to keep phones in their locker/schoolbag, and 31% either requiring pupils to hand in their phones on arrival or banning them altogether.
- By contrast, by the time students reach sixth form and Years 12 and 13, 85% of schools allow them to keep their mobile phones on their person, 23% require them to keep phones in their locker/schoolbag, and 2.5% either require students to hand in their phones on arrival or ban them altogether.

Addressing girls' school Heads at the GSA's annual conference, GSA president, Gwen Byrom, said: 'Everyone has an opinion – and some facts – about the negative impact of social media and mobile devices on children's mental health. I do think... (we) adults must look to our own screen time and also the positive impact of screen-based technology on children's future careers. I think it's fair to say that it's

how we use technology, rather than technology per se, that is potentially harmful. The findings show broadly similar approaches, considering individual schools are free to adopt whatever policy they deem most appropriate.'

The survey shows that:

Among those schools which allow pupils to use personal mobile phones in school during the school day, there are restrictions as to where on school premises they are allowed to use them. The survey found that, across all age groups:

- 88% of schools don't allow pupils to use their phones in the school corridors
- 79% of schools don't allow pupils to use their phones in any 'public areas'
- 96% of schools don't allow pupils to use their phones in the dining room
- 65% of schools don't allow pupils to use their phones in the library
- 90% of schools DO allow pupils to use their phones in common rooms

Behind the bare statistics, comments from individual respondents demonstrate that schools are taking a balanced view about how to handle an inescapable social phenomenon.

*'Girls are now using their phones for a greater amount of their free time, so we are watching this carefully.'*

*'We have had to introduce more explicit rules re taking of images which all pupils have to sign to say they understand. This is the most common misdemeanour in our school.'*



*'The bad stuff out there should not stop us from encouraging use of the good stuff and teaching the difference. I hesitate to jump on the bandwagon that social media is the source of all ills in modern society.'*

*'Pupils from time to time complain [about the ban] but, by and large, it is accepted as school policy. Pupils talk to one another more!'*

*'Many pupils are glad they are not allowed to use them everywhere. They say it takes pressure off them. They are using breaktimes to talk and play - there is more noise at break and lunchtimes since we adopted our present strategy.'*

*'We had positive support from parents when we withdrew access to phones. There has been little negative backlash from pupils and certainly more face to face interaction without access to mobile phones.'*

However, when it comes to allowing students to use their mobile phones in the classroom, schools are split pretty evenly, with 48% of schools allowing use and 52% not.

Schools that do allow phones in classrooms say:

*'It allows the phone to be used as a tool in lessons where appropriate but not to interfere with socialising for the pupils.'*

*'In general, we have had fewer issues with online bullying as pupils see the technology as a learning tool.'*

But schools that do not allow phones in classrooms take such views as:

*'It reduces distractions during class.'*

*'Not allowing phones in classrooms, and providing the pupils with a school-owned and managed device, allows the*

pupils to see this as a 'work' device rather than anything in the classroom that can have access to the distractions of social media etc.'

In boarding schools, the survey found a more permissive attitude to mobile and media access once the school day has ended, although the overwhelming majority require pupils in Years 7 to 10 to hand in phones and other mobile devices at bedtime.

Liz Hewer, Head of St George's School in Ascot, said:

*'It's important for children who board to have an environment that mirrors home life. So, at the end of the school day, and with the usual safety and age-appropriate caveats, boarding schools tend to allow access to mobiles and channels and social media such as YouTube, Netflix and Instagram, although most of us take them back at bedtime, particularly from younger pupils.'*

With regard to the greater tendency for GSA schools to employ school-owned laptops, Chrome books and iPads in lessons with younger pupils as demonstrated in the survey, Gwen Byrom said: 'All schools, day and boarding, control what they can, such as the filters on school wi-fi, but we all recognise that it is impossible to control the wi-fi capabilities of personal mobile devices, so we manage that by removing and restricting access to varying degrees.'

*Gwen Byrom has been President of GSA for the last year and Headmistress of Loughborough Grammar School since 2011. She is Principal designate of NLCS Bangkok*

## 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](mailto:tom.wheare@gmail.com). Items should not exceed 150 words. Good colour photographs are also welcome.

### Armistice Rugby Festival held in Compiègne France

Llandovery College was proud to take part in the Armistice Rugby Festival held in Compiègne, where the Armistice that signalled the end of the Great War was signed. One hundred years on, this unique and poignant event combined remembrance, education and sport.

British, German and French pupils took part in the Rugby 7's tournament, with Llandovery College fielding three teams in the U16s and U18s categories. Armed Forces from across the world were represented in the adult rugby tournament. Veteran rugby players including John Taylor, Fergus Slattery and Marc Lièvremont attended the weekend, and a charity rugby match brought the weekend to a close.

The event however was much more than just about rugby, combining as it did tours to the battlefields around Compiègne and the Somme and a multi-faith Remembrance Service on Sunday 11 November.

John Dennison founder of the World Rugby Memorial Project that organised the event said: 'It was wonderful to see young rugby players from England, Wales, France and Germany coming together in unity and showing such respect for each other on such an important occasion. They represented the rugby community with real honour.'

Nathan Thomas Head of Rugby at Llandovery College said: '82 former Llandovery College pupils and masters lost their lives in the Great War, and it was an honour for current pupils to take part in such an important event of remembrance and tribute.'





# Technology – Pied Piper or scapegoat?

Helen Jeys seeks a balanced approach at school and at home

The issue of technology hit the headlines again on 19 November 2018. The BBC reported that ‘parents struggle to handle children’s tech habits’, stating that recent surveys had concluded that 43% of 7,000 parents across Europe were concerned that using gadgets meant their children slept poorly. Others expressed concern about the impact of tablet and phone use on their children’s social skills and mental health. Conversely, the BBC reported that ‘many said that they set a bad example with their own heavy use of gadgets.’

We certainly have an issue. With the decreasing sight of children playing outside - the survey reported that British children were more likely to be looking at a screen - and the knowledge that parents themselves found it difficult to navigate technology because of being ‘digital immigrants’, we have a resulting dilemma. On the one hand, Technology is seen as important, but on the other, it is perceived to be responsible for destroying relationships, affecting sleep and impacting upon a child’s ability to interact with others. These two horns of the dilemma result in confusion and create difficulties in establishing precisely which route we should recommend for our parents to follow.

So, let me put it into the context of my school. We have just been recognised as an Apple Distinguished School for 2018-2021. We are a 1:1 iPad school and are huge advocates of technology in the classroom. Both of my Computer Science teachers are Computing Master Teachers, delivering INSET around the country on effective and impactful Computer teaching, and, together with our network team, have worked incredibly hard on applying to be awarded this status. We pride ourselves on being a centre of innovation and using Apple products to inspire creativity, collaboration and critical thinking. This award comes as the result of a strategy which began in 2014, and being awarded the ISA National Award for Excellence and Innovation just last week reiterated our focus on using technology to do just that – to innovate, to inspire and to enhance learning.

Nevertheless, at the same time, we ban mobile phones for all girls in Years 7 – 11: girls hand in their phones at the start of the day and are given them back at the end of the day. Although we are passionate about the use of technology, it is very much used with a direct purpose, not for social media interactions or gaming, and our insistence upon extra-curricular involvement during lunchtime results in girls appreciating our focus on balance, of socialising with friends, of making eye contact and doing all those things that parents expressed concern about in the BBC article.

So, what is going wrong outside school and how can we help parents to navigate their way around what are, for them, potentially uncharted territories. Certainly, I think that I surprise some of my parents when I comment that one long



term strategy that they should not adopt at home is an all-out ban on technology. Mobile technology is here to stay. Rather, we need to teach children how to use gadgets responsibly and parents not only need to model good behaviour themselves, but they also need to manage their child’s behaviour online, just as they would in all other contexts. I encourage parents, for instance, to adopt a family contract whereby all devices are charged overnight in the kitchen. This means that the whole family acts in the same way, and parents are able to help their children avoid the very real dangers of unsupervised internet use in bedrooms, and the necessity some young people feel to continue conversations into the early hours, or to continue to respond to Snapchat streaks until there is no-one on their contact list left awake!

I saw a fantastic presentation last year by the rather controversial Natasha Devon MBE, once children’s mental health tsar to the government, and now speaker on body image and mental health. She presented a fascinating viewpoint that technology can often be used as a scapegoat to explain the increased reporting of mental health issues among young people, and that for many young people, social media has ‘much less of a negative influence on their wellbeing than their forebears’. Indeed, she recently told the Commons science and technology committee that ‘in focusing so much on social media ... we can sometimes take our eye off other things’. She highlights other potential causes of mental health concerns such as poverty and the reduction of access to the therapy art and music can provide.

Yes, social media can exacerbate problems – we have heard about those arguments children have that continue into the evening because of social media interactions - but she does challenge the view that technology is the only thing to blame.

*Helen Jeys is the Headmistress of Alderley Edge School for Girls*





# Independent but insecure

Martin Taylor explains how the independent education sector can safeguard against cybercrime

The sustained integration of technology into the schoolroom over the past two decades has undoubtedly changed the art of teaching for the better. Yet, technological innovation has also fostered the emergence of a new breed of criminals, who have schools set firmly in their sights. With sensitive pupil data on file, as well as the financial details of fee-paying parents and guardians, cybercrime is now one of the fastest growing risks to independent schools.

How then, can independent schools stay one step ahead of cyber criminals? And what procedures should be put in place to safeguard against security breaches, mitigate reputational damage, and assure parents that their child – and their data – is secure?

No matter the history, size or reputation of a school, the nature of modern life has left all organisations at risk of cyber-attacks. Increasingly identified as easy pickings for cyber criminals, the number of attacks on independent schools has risen sharply in recent years. Crucially, the trend is showing no sign of abating and the sophistication of such attacks will only continue to increase.

One cyber security issue that comes up frequently in conversation with stakeholders across the independent education sector is that of ownership.

Given the sensitive pupil information that schools are privy to, it goes without saying that the issues of cyber security and safeguarding are inextricably linked. Whilst safeguarding is a



## What steps can schools put in place to protect against cyber criminals? First and foremost, staff should be trained in basic cyber security principals to ensure that they understand why certain protocols must be undertaken when it comes to data protection, and how to spot potential breaches.

well established function of school governance, the notion of a specific role in cyber security is relatively new. One school governor, who has spoken with Endsleigh, stated that 15 years ago schools underestimated the potential impact of social media and were slow to equip themselves to use it. The same can now be said for the way schools are responding to cybercrime and, for Governors who are aware of the risks it poses, not prioritising highly enough is a big concern. School bursars are often given the task of procuring cyber security systems, but, without specialist knowledge or enough time to dedicate to investigating the market, it can easily be given lower priority.

One potential reason for the vulnerability of the sector to cyber threats is the lack of ready access to the skills and expertise, either in house or within easy reach, needed to provide a robust and watertight cyber security system. Yet, the problem will not go away and independent schools are likely to remain high on the list of targets for cyber criminals. It is critical, therefore, that the vulnerability is acknowledged, future responsibility is clearly appointed and appropriate resources are provided. Proactivity should be at the heart of a truly effective cyber resilience strategy.

What, then, are the major cyber security risks independent schools should be planning for, and what are the consequences?

Phishing attacks are the most common, where hackers break into a school's IT system and, for example, contact parents with false payment details when fees are due. Unsuspecting parents duly accept the new information, with the hackers quick to close down accounts once any payments have been made.

Ransomware is another popular tactic. Here, hackers gain access to sensitive data, such as pupil records, parents' financial information, or even CCTV footage, and demand huge sums of money to relinquish the data, often with no guarantee of return once payments have been made. Alternatively, they can take over individual devices or entire networks and only relinquish control once a 'ransom' has been paid.

Other threats include the permanent deletion of digital files containing educational resources or sensitive data. Any of these occurrences can easily result in significant and long-term reputational damage for a school, not to mention the potential loss of income if worried parents decide to move children elsewhere.

What steps can schools put in place to protect against cyber criminals? First and foremost, staff should be trained in basic cyber security principals to ensure that they understand why

certain protocols must be undertaken when it comes to data protection, and how to spot potential breaches. Either a cyber security governor, or a senior member of staff should also be appointed to ensure best practice is maintained, with a clear reporting process identified to flag any concerns or potential breaches.

Protection software should be regularly updated and installed on all operating devices. Be sure to update all devices when prompted and regularly check for operating system upgrades. Wi-Fi networks should also be made secure, and adequate firewalls used for all internet connections. Passwords should be regularly changed.

Most importantly, ensure that your school has a dedicated cyber liability insurance policy. The introduction of GDPR promises much stricter penalties for inadequate security, and many schools' data security has improved as a result, but this will not be impregnable, and the value of a strong cyber insurance policy will continue to grow. Worryingly, initial research undertaken by Endsleigh revealed that just a quarter of all independent schools contacted were covered by cyber liability insurance. Not only does a policy typically cover loss of income related to a cyber-attack, but it can also cover the cost of third-party experts should they be required, such as a forensic investigator or ransom negotiator. This should be a fundamental part of a proactive cyber resilience strategy. Ultimately, the cyber threats facing independent schools are only set to increase. Criminals are acutely aware of both the sector's collective vulnerability and the potential assets they can capitalise on. While schools are waking up to the threat, it is not yet happening at the pace needed to get ahead of the perpetrators. Appointing a dedicated official for cyber security, be it at a senior management or even governor level, can kick-start an effective cyber resilience programme, underpinned by a comprehensive cyber liability insurance policy.

*Martin Taylor is Head of Commercial at Endsleigh*

To quickly assess your school's vulnerability to a cyber-attack, why not use our cyber risk exposure calculator: [www.endsleigheducation.co.uk/cyber-risk-calculator](http://www.endsleigheducation.co.uk/cyber-risk-calculator) or, to find out more about Endsleigh Insurance Services expertise in the independent education sector, visit <https://www.endsleigheducation.co.uk>.





# My conference call with Edward Snowden

Catherine Jones describes an enlightening encounter

The doors opened. Suited, serious-looking adults shouldered their way into the room in order to secure the best seats. A large projector screen hung from the ceiling and the technicians were fussing over the laptop. Suddenly, his familiar face appeared on this screen. The room fell silent; the atmosphere was electric. Completely unaware of his impact upon the room, this infamous whistle-blower smiled casually and waved at us. Edward Snowden, the then 29-year-old high school dropout who had managed to secure a job with access to highly classified information for the NSA, leaked top-secret documents to the national press. And why? Because of a growing concern, as he explained, of the dystopian development of a 'surveillance state'. On the 19th June 2018 Edward Snowden delivered a presentation about mass surveillance and data protection and completely altered my perception of the world.

This was my mandatory work experience week – post exams, a wind-down period at school – and somehow I had wangled a placement in the European Parliament in Brussels in the very same week that Edward Snowden was scheduled to give a conference call. As I sat – a 17-year-old schoolgirl still trying to decide whether Edward Snowden was the 'good guy' or the 'bad guy' – I felt my stomach turn, my heart rate quicken and I realised what a position of privilege I was suddenly in.

He began by explaining why he leaked the documents five years ago. In his mind he felt he had an obligation to the American public to inform them of the government's plans for 'mass surveillance' and how it was 'spying' on its citizens. He believed Americans deserved to know what the government was doing, as the plans affected everyone in very personal ways. No government, he explained, should have the power to insidiously investigate its people – it is simply not democratic. As Snowden said, 'without facts, there is no informed consent. Without informed consent, democracy has no meaning.' He chose to leak those documents because he believed the public needed to know the facts in order to give their informed consent.

Snowden then drew our attention to our phones. He discussed a function that allows companies like Apple to track your every movement with extreme precision. I had no knowledge of this before this conference call and when I went, with Snowden's guidance, to switch it off, to my alarm it told me which wing of the building I was sitting in for the meeting.

Data is a personal thing. It belongs to you and no one else has the right to use it without your permission. Why then have there been so many scandals where companies have used our data in arguably immoral ways and potentially put us in danger? There are two answers to this question: the first is that we don't fully understand the importance of our personal data and therefore do not properly protect ourselves; and the second is that the internet makes it so easy for us to tick a box and click

'accept' without really considering the ramifications of this action. Although we are starting to understand the dangers, as a result of the Facebook and Cambridge Analytics scandals, this does not mean that we are safer. We need to understand what our data is worth, how it can be used against us and how to keep it safe.

In May of this year GDPR, or General Data Protection Regulation, was introduced, and companies, schools and hospitals have been desperately rewriting policy documents and changing practice to fall in line with this EU legislation. However, as Snowden contended, despite the introduction of GDPR, our data is still not safe. GDPR has changed the way in which our data is collected, used and retained, and there is no doubt that our data is safer as a result of GDPR, but it is not

How did I feel as Edward Snowden concluded his presentation? Deeply troubled. Vulnerable. Helpless.

safe enough. In practice, it has meant a reworking of the 'terms and conditions' box that we so wilfully disregard. While GDPR means you can later ask for your data to be deleted, it will not protect you from the fact that it may have already been shared.

Breaches in data protection not only affect us in the moment they happen, but they will affect how the future is formed. Our personal information can, has and will be used for the benefit of others' financial or political gain.

How did I feel as Edward Snowden concluded his presentation? Deeply troubled. Vulnerable. Helpless. How must Snowden have felt as he underwent that same moment of realisation? Your average middle-of-the-road computer guy who somehow managed to land a job with the NSA. How must he have felt as he processed thousands of documents detailing global surveillance programs on an unprecedented scale?

If there was doubt about Snowden in my mind before, it was clear now. Good guy or bad guy? Hero or traitor? For me, during that conference call on 19th June, Snowden revealed an important truth that I will find difficult to forget. But he did not succumb to helplessness when he discovered that same truth. He broke through the systems that I now consider to be criminal and sacrificed his own freedom in order to free others. Sounds heroic? Well that is because it is.

*Catherine Jones is a Senior VI pupil and House Captain at St Columba's School, Kilmacolm*

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# New Gabbitas: ruling the waves again

Irina Shumovitch celebrates a relaunch

When I was running my own educational consultancy, working in close partnership with young, dynamic tutoring partners, we joked about Gabbitas Education which seemed rather old and archaic, apparently long past its heyday. I may not have been alone in thinking like this and so it seems a good moment to introduce Vanessa Miner who is the old firm's new managing director.

Vanessa is grappling with the task of modernising a once illustrious institution that had lost touch. She believes that Gabbitas had developed lots of expertise in different product lines, but hadn't put it together in a comprehensive offer to clients. Everything seemed a tad stale. 'I didn't like the old name, the style, the colour - it looked like sepia, stuck in the past. None of it said to me Education, Excellence, Aspiration. The first thing we asked was why do we need to be called Gabbitas Educational Consultants, when everyone refers to us as Gabbitas? We are in the business of education, we have been for nearly 150 years, we don't need to prove it. So let's call ourselves Gabbitas - succinct and to the point. My vision of Gabbitas is of a business that makes a significant contribution to changing educational outcomes internationally, and our brand needs to reflect that.'

Having sharpened the name, and reaffirmed Gabbitas's international dimension, Vanessa also changed the logo. 'We wanted the logo which gives the feeling of heritage, of history. Our new emblem says: we are in education, we have been for a very long time. We looked at various options of a logo, realised that Red was the colour everyone liked, particularly in China where Red symbolises good fortune and joy.' The new Gabbitas Logo depicts what looks like a crimson crown, but on closer inspection it is a family, whose embracing hands form a letter G. Underneath, in blue, it reads: Gabbitas, 1873. Sharp, simple, it speaks volumes. 'Developing the new branding was centred around how we look forward as a business, and how we unite as one Gabbitas to drive our vision.' That is to take Gabbitas into the 21st century more centred on its clients' needs. 'The important thing for me is to take the heritage of Gabbitas and our dedication to excellence into our role in improving educational opportunities and standards internationally.'

Implementing this vision required some restructuring. 'I looked at all the things we need to do to improve our processes, our offer to customers, our marketing, and the way we work as a team. We have great skills across the team in terms of different nationalities and the different countries that we work in, but we weren't working as harmoniously together as a team as we could for the future.'

The new Gabbitas offices in Carlton Gardens still feature the images and correspondence of eminent figures associated with Gabbitas, such as Graham Green and WH Auden, once Gabbitas tutors, and a former Gabbitas private music teacher,



Vanessa Miner and David Palfreyman

Sir Edward Elgar. But Gabbitas has also been operating offices in Dubai and four offices in China for over 10 years, establishing 'schools and families' teams in those markets. Recently Vanessa Miner took trips to both countries in search of new development opportunities. 'I see different challenges in those markets, particularly in Dubai where there's a strong competition for standards at schools, and we are developing a new product - school improvement offer, providing strategic school improvement advice. One of the most important things for me was having a customer-centred operation. We started to think: how do we restructure in order to have the whole team wrapped around the client. Rather than having different product lines managed by different teams, we are going to have one team - schools and families - which will look after our clients and all their needs.'

In China, Vanessa travelled around the country in order to identify new directions for Gabbitas. 'There's a huge global demand for teachers, yet recruitment from existing western countries is never going to satisfy that demand. It's going to be important for the future to offer teacher-development in the country.'

Over its 145 years of existence, Gabbitas has been through many changes. Its current transformation, which includes visual and structural changes as well as development of new business opportunities, is designed to make Gabbitas modern, lean, dynamic, competitive - suited to the digital age.

*Irina Shumovitch is Senior Educational Advisor at Gabbitas*



# The Great Schism

Patrick Tobin looks East again

Fifty years ago, when I was an impetuous teacher of History at St Benedict's Ealing, I drove six brave Sixth Formers on a 7,000 mile journey to Turkey and Greece. The idea was to follow the route taken by the First Crusade and it took us through what was then Yugoslavia. In Belgrade I asked a young man where we might find Mass. '*We are Yugoslavs,*' he replied, '*Wine, women – NO religion!*' We eventually found our Mass – not Roman Catholic but our first experience of the Orthodox ritual – in the fortified monastery of Manasija. A few old women provided the choir but the singing was beautiful. After an hour or so I asked the boys whether they wished to leave. They vigorously shook their heads.

Perhaps that was why I then embarked on the writing of a book, examining the impact of the Norman Kingdom of Sicily on the Byzantine Empire, with reference both to the Schism of 1054 between Greek and Latin Christianity and to the Crusades which so woefully deepened that rift, but it was not long before I left St Benedict's and the teaching of medieval history.

Retirement from teaching led to an unexpected broadening of horizons in 2003 when I became Administrator of HMC Projects in Central and Eastern Europe. It was the most wonderful privilege. Until then, my only professional involvement with Eastern Europe had been the offer of a term in my Edinburgh schools to six Bosnian students. Now I ran a scheme which brought hundreds of students to Britain and, together with my wife Margery, I interviewed candidates in capitals across Central and Eastern Europe – in Sarajevo, Sofia, Zagreb, Prague, Tallinn, Chisenu, Podgorica, Warsaw, Bratislava, Bucharest, Kiev, Lviv and Kirovograd. We immediately came to appreciate the difference between working with and enjoying the company of devoted national agents and the superficiality of

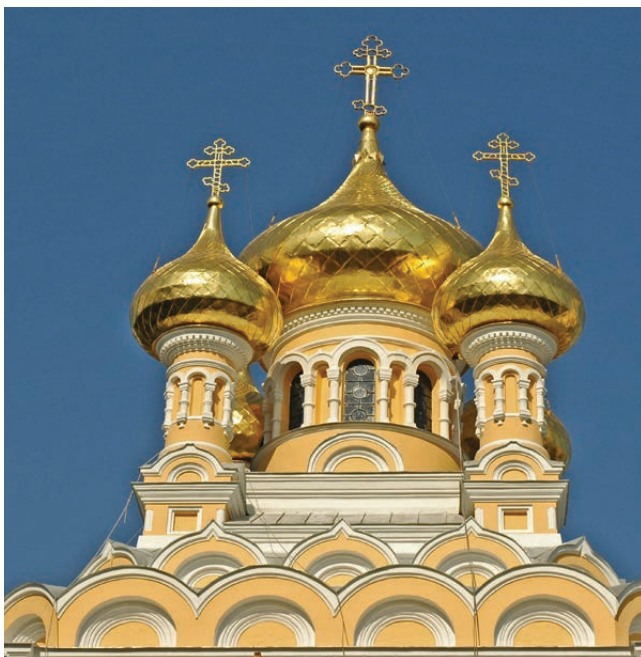
tourism and, looking back, we think fondly of those years and of the friendships which mean so much to us.

Almost without exception our scholars were splendid ambassadors for their countries – intelligent, hard-working, ambitious and adaptable. They willingly engaged with their companions in their new schools, contributed hugely and, more often than not, were offered second years in their courses. And many of them, despite the decades of state-directed atheism thrust onto their countries, were evidently Christian.

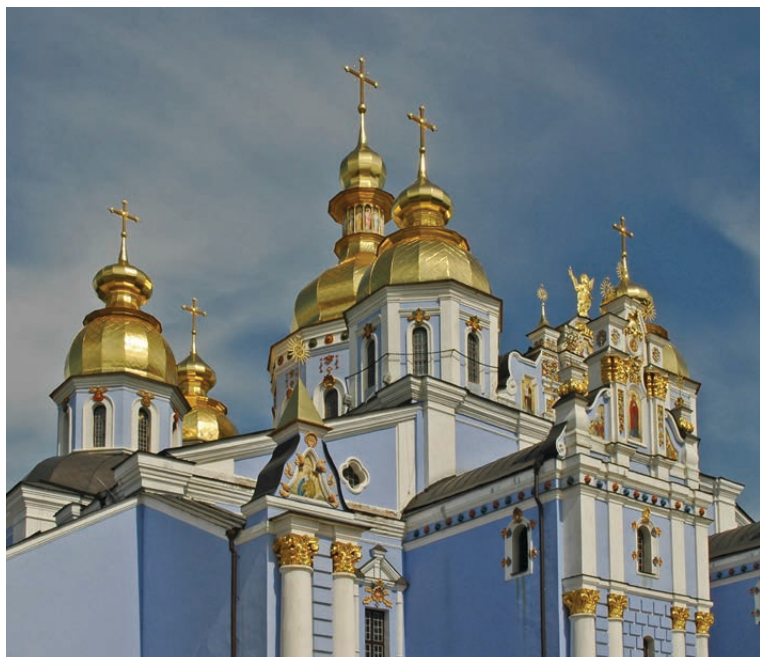
To the peoples of Eastern Europe, the Twentieth Century brought harsh persecution of the Christian faith. Following the Bolshevik Revolution of 1917, Lenin and Stalin imposed on Russia an atheist dictatorship of 'scientific materialism'. The puppet regimes established across Eastern Europe following the Soviet victory in 1945 also made it their business to repress Christianity.

Yet the Church has survived the Soviet epoch in Ukraine, Georgia, Romania, Moldova and Bulgaria, as it had done in Greece, Serbia and Macedonia during the centuries of Ottoman occupation. Everywhere today there is the lovely haunting chant, the beautiful imagery in fresco and mosaic, the timeless ritual. Nowhere has the revival of Orthodoxy been more striking than in Russia itself. In Moscow the Cathedral of Christ the Saviour was demolished on Stalin's orders to make way for a temple to communism, but the German invasion intervened. After the war, Khrushchev turned the empty space into a gigantic swimming pool, and yet, in 2005, the Russian government committed to the wholesale restoration of the great basilica, a project completed in 2013 at a cost of £120 billion.

Another example may be seen in Yaroslavl, founded in 1010 on the mighty Volga at its confluence with the Kotorosl. The



Yalta, Alexander Nevsky Cathedral (photo by Stephen Coyne)



St Michael's Monastery, Kiev (photo by Stephen Coyne)



town's antiquity did not save the Church of the Assumption, which was blown up in 1937 on Stalin's orders. But, to celebrate the millennium of Yaroslavl, a Moscow businessman rebuilt the church, which re-opened in 2010, much enlarged, its golden domes trumpeting the victory of Orthodoxy over atheism.

In the early years of the Twenty-First Century, the churches of Orthodoxy are full and flourishing. 23,000 churches have been built in Romania since the fall of Ceausescu. But in Western Europe, the churches are empty. Former Archbishop Carey recently observed that the Anglican Church was one generation from extinction.

Russian Orthodoxy has always been a buttress against the West, and many Orthodox Christians still perceive the 1054 Schism as a gulf with Rome that cannot be bridged. Nevertheless, in 1965 Pope Paul VI and Patriarch Athenagoras met in Istanbul, the city that as Constantinople witnessed the mutual excommunications, to agree that these should now finally be lifted. In 2001 Pope John Paul II issued a formal apology for the Fourth Crusade and Pope Benedict XVI's first visitor following his election was Patriarch Kirill. His recent meeting with Pope Francis is another step along the road to rapprochement.

In 2017 the relics of St Nicholas, stolen from Myra by Normans in 1087 and kept ever since in the cathedral in Bari, were sent to Moscow on loan. For three months they were venerated, by President Putin and two and a half million Russians. When the Patriarch of Moscow brought them back to Bari he was made an honorary citizen. Thus does our age seek to make amends for Norman assault on Byzantine sensibility nearly one thousand years ago.

Might one therefore hope that the Christian churches are discovering common cause? Political reality has sadly punctured such ecumenism, and is now threatening schism within the Orthodox communion itself. Moscow has told the Patriarch of Constantinople that it will no longer accept his primacy if he endorses the independence of the Ukrainian Church from Moscow. It can be argued that the identification of the Moscow Patriarchate with its modern tsar, Vladimir Putin, is but the latest instance of the vein of 'caesaropapism' endemic

in the Eastern Church since Constantine.

One of Vladimir Putin's harshest critics is the Russian film director, Andrey Zvyagintsev. In 2014 his film 'Leviathan' depicted contemporary Russia as a 'stagnant, corrupt, cruel and hopeless place'. Zvyagintsev blames the complacency of a church which passively accepts, for instance, the rehabilitation of Stalin in Russian popular esteem. The 'timeless ritual' of Orthodoxy immunises Russia against true Christianity.

But, Zvyagintsev observes that the dehumanisation of society is a universal problem. His 2017 film 'Loveless', which won the Jury Prize at the Cannes Film Festival, is on the face of it a private drama, but his real intention is to show the 'continuity of the moral depravity between the public and private realms. They cannot be separated. The moral issues we are facing – the lack of empathy, the egotism, the fundamental issues of human relationships, the corrupted emotional and moral fabric of society and the family – they are all influencing the social and political fabric of society.'

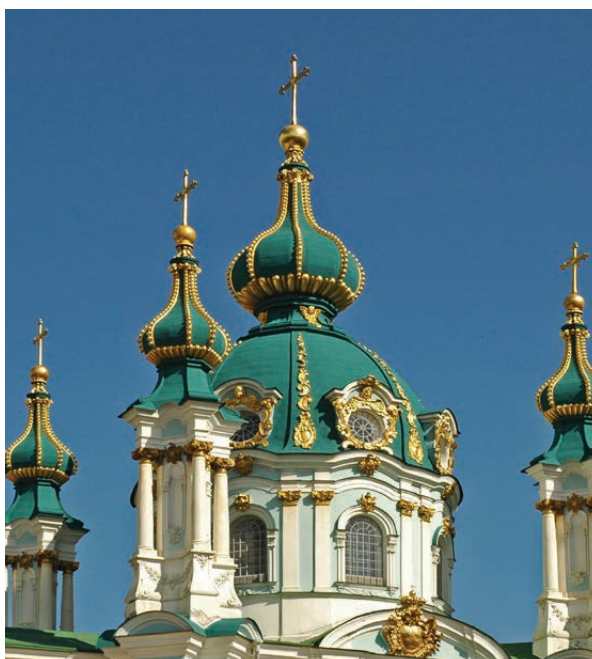
Russia is by no means the only country where narrowly nationalist agendas have received the support of widespread populist chauvinism. Throughout Europe, the present decade has seen the rise of political parties gaining support by focusing on supposed threats to the national identity and evoking a return to better times in the past. This has clearly been part of the appeal of Donald Trump and may be one of the many motives that led people to support Brexit.

Nevertheless, students from fourteen Central and Eastern European countries still benefit from HMC Projects, as a number of schools in membership of HMC and GSA continue to offer scholarships which, given that the schools cover the complete costs of tuition, food and accommodation, are worth roughly £30,000 a year. To quote from the HMC Project website, 'together the alumni of HMC Projects constitute a modern elite, international and supranational body, who are an inspiration to the young and remind society at large of the virtues of the best in British education and of the benefits which arise from Europe-wide contact and collaboration.'

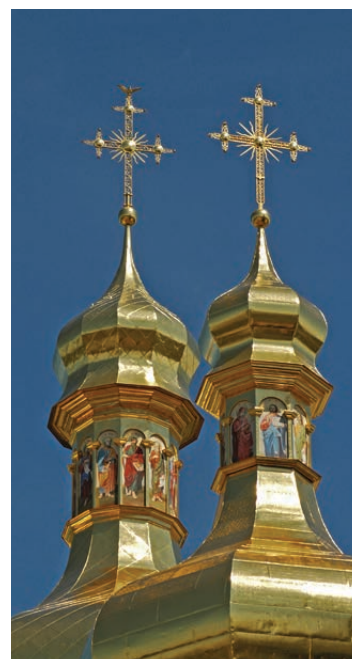
Patrick Tobin was Chairman of HMC in 1998



Pyrohovo Museum of Folk Architecture, Church form Zarubyntsi, Kiev



St Andrew's Church, Kiev (photo by Stephen Coyne)



Kyiv-Percherska Lavra, Dormition Cathedral spires



# Getting the most out of the Sixth Form

Steve Pegg describes some paths towards higher achievement

Alps is a leading analysis and performance improvement system for schools and colleges at KS5 and KS4. Our reports, training and support sessions are used extensively within the state and independent sector. We provide colleagues with the information and advice they need to ensure that their students achieve their aspirational grades and have the widest range of opportunities available to them when they leave school.

How does Alps relate to the independent sector? Our dataset is generated from the entire national dataset published by the DfE, and as such includes an analysis of the performance and progress made by students across most of the independent sector. Therefore, we are able to identify the emerging trends and areas for improvement that might ensure that all young people access the best courses in their sixth form.

Using our analysis, you are able to measure your performance against performances nationally. We have data that shows that many young people enjoy exceptional support from talented teachers in a good proportion of independent schools, but there are always areas for improvement.

The demands upon and ambitions of our young people are growing. The opportunities that are now accessible after leaving school are many and varied. The changes we have seen in patterns of employment, the skills demanded of the workforce, and the changing methods of working mean that the time students spend

in the sixth form becomes even more important. In fact, many (including me) would argue that those two short years in the sixth form are the most important phase in a young person's life.

And so, the challenge for Head Teachers, SLT, academic and pastoral leaders, teachers, and all those colleagues involved in sixth form education is clear. How do we ensure that every young person in our care leaves with the best grades they might achieve? And how can the school community ensure that this occurs alongside thrilling sporting and cultural opportunities outside the classroom, and effective and timely pastoral intervention and support when needed? You will know from your experience that all elements are needed for every young person in your sixth form.

Alps is a leading analysis and performance improvement system for schools and colleges at KS5 and KS4. Challenge, achievement and enjoyment in the classroom: challenge, achievement and enjoyment outside of it. The most successful schools achieve both. As soon as you step into their vibrant sixth forms you sense that that they have the balance just right: you hear it and see it from the teaching staff themselves and expressed eloquently by the young people in their care. A love of learning shines through in the classroom and the common room, with every student involved and challenged by the subject matter and the passionate delivery of the facilitator.







These are qualities that are easy to identify when you see them, and a story which is quite straightforward to describe and write down. But achieving a strong and vibrant sixth form is perhaps more difficult to 'action plan', particularly given the lack of sixth form data available, the perception that sixth forms work in isolation from the rest of the school and/or from other schools, and if we are honest (sometimes) the lack of priority given to sixth form achievement - particularly when the sixth form is small, or in a subject where numbers are small.

Alps has worked and continues to work with school sixth forms throughout England and Wales, and whether the curriculum offered is the traditional A/AS Level suite, or has expanded to offer other qualifications, we are clear that the most successful schools exhibit consistent features. In our opinion the following would ensure a good start:

- Results Day is seen not just as a chance to celebrate successes and say farewell to young people, but as an opportunity to look at their Alps analysis and reflect upon initiatives that have gone well, as well as lessons that need to be learned for the coming year.
- Enrolment into the sixth form is done with care, with young people given impartial and positive academic and careers advice, based upon their strengths, their interests and their potential. The best schools are prepared to say 'no' to some young people in some subjects. On the other hand, the best schools are prepared to give a chance to some young people in some subjects.
- Individual sixth form subject reviews between the Head Teacher, the Head of Sixth and teaching colleagues take place in the first week of term. Of particular importance here is the fact that these reviews should involve the Head and should be separate from the lower school reviews. It is surely not asking much for the Head to give an hour of his/her time to reflect upon the outcomes of the A Level Physics students, rather than tag it onto the last five minutes of

a whole school KS3/KS4/GCSE Physics review. What a powerful message meetings like these send!

- Improving teaching and learning is the absolute priority in the sixth form, trumping the need to develop independent learning skills in young people (which might be achieved by some by the end of their sixth form studies, but cannot be expected to be there in the first few weeks or months of their studies).
- Student performance is monitored accurately, effectively and regularly, with support offered to those young people and in those subjects where progress has stalled.
- Pastoral and academic teams work together to ensure the wellbeing and progress of all young people
- Governors, academic leaders, students and parents all understand the importance of value added progress measures and regular training is offered to enable a healthy and informed debate.
- There is a well-established range of extra-curricular opportunities for sixth formers.

Of course, there is more, much more. The stories which describe the finest sixth forms within the independent sector would take hundreds of thousands of words, rather than just one article. Your sixth form and the young people who have chosen to study in it matter; and imagination, reinvention and commitment are needed if your students are to leave school with the confidence, the qualifications and the life experiences they will need if they are to meet the complexity of the myriad challenges life, university and employment are about to throw at them.

*Steve Pegg is Deputy Chief Executive at Alps*

For more information on Alps or to contact us, visit our website at [www.alps-va.co.uk](http://www.alps-va.co.uk)





# Longitudinal learning

Marcus Allen sifts the graduate earnings data

When choosing universities, pupils at many schools have always considered brand value as part of their criteria, if only subconsciously. So, for example, they may be more likely to think about a course at Bristol, Edinburgh, or Durham than the same course at Bradford, Southampton Solent or Liverpool Hope. There are many reasons for this (not to be discussed here) and, as Careers Advisers, we often battle to get pupils to think beyond 'the usual suspects'. This is compounded by the fact that tuition fees are most likely to be the full £9,250 whichever institution is studied at, so this brand value is also now equated with value for money.

The Longitudinal Education Outcomes (LEO) published last Spring provided information collected from the DofE, the DWP and HMRC. LEO data allows the employment earnings of graduates to be looked at, with reference to students who graduated from named courses at named universities a set number of years after graduation. This data is now part of the UNISTATS dataset where all official data from universities and colleges can be compared. The interesting LEO data are the

2014-15 earnings of those who graduated from university in 2009. The Central Careers Hub (CCH) have nicely organised the data into readable graphs that can be viewed on their website ([www.centralcareershub.co.uk/longitudinal-education-outcomes-data](http://www.centralcareershub.co.uk/longitudinal-education-outcomes-data)). There are, of course, caveats, summarised on the Wonkhe website, mainly because the data is 'raw' and takes no account of the characteristics of the student intake (e.g. A Level grades), or what the students are likely to have done after graduating, e.g. moved abroad or became self-employed (more prevalent amongst graduates from creative degree courses).

However, given such caveats, the dataset does give us an opportunity to scrutinise employment and earnings outcomes of graduates from individual subjects from different universities. So, does that teach us anything that may change the advice that we give to pupils when deciding on universities and courses?

In general, the data is as expected: our pupils are correct in their view that going to a well-known, usually Russell Group, university will increase their chances of getting a well-paid job. This matches with the findings of High Fliers Research that







shows that the top 100 graduate employers recruit mostly from a handful of universities, with the ten most often targeted in 2017- 2018 being Manchester, Birmingham, Warwick, Bristol, University College London, Cambridge, Leeds, Nottingham, Oxford and Durham – all Russell Group members. For subjects including Biological Sciences, Economics, Law and Languages, graduates from Oxford, Cambridge, UCL, Bristol, Durham and Warwick are in the top 15 in terms of median earnings five years after graduation. In terms of graduate salaries across subjects, it is no surprise that graduates from Medicine, Dentistry and Economics do much better than those who read Agriculture & Related Subjects, Creative Arts & Design and Historical & Philosophical Studies, irrespective of institution.

Interestingly, there are some stark differences in earnings outcomes for graduates from different universities who read the same subject. As expected, Law graduates from Oxford, Cambridge, LSE, UCL and Warwick are doing very well in terms of salaries, with median earnings between about £28,000 and £62,000 p.a. five years after graduation. However, Law graduates from Bradford, Bedfordshire, Bolton, University of South Wales and Derby have median earnings of between £14,000 and £20,000. To put this into perspective, the general median salary for all 24-29-year-olds in work in 2014-15 was £20,800. According to the Higher Education Statistics Agency (HESA), 17,805 students graduated with Law degrees in 2017. High Fliers Research has found that the top 100 graduate employers only offered 861 vacancies in the Law sector, enough for fewer than 5% of the Law graduates. Andy Gardner from the Central Careers Hub refers to this as 'degree farming', where universities are just culturing graduates in certain disciplines because they can recruit the numbers and teach the courses cheaply with no regard to whether there is an actual need or use for their graduates in the workforce. There is an argument, of course, that it is not necessarily the role of a university to provide society with workers trained with the appropriate required skills based on labour market information. There is a

complex picture in Law, and earnings will reflect the graduates who gained a training contract, most of whom will be former students at Russell Group universities. We should perhaps be careful when advising students who say they wish to study Law 'because it will help me get a well-paid job'.

Architecture, Building & Planning throws up some interesting surprises. This is topped by Anglia Ruskin with median salaries of £32,000 to £38,000 pa five years after graduation while median salaries from The Bartlett, UCL's flagship School of Architecture (ranked 15th), are between £23,000 to £31,000 a year. Also in the top ten are the University of Westminster, Nottingham Trent, the University of Central Lancashire and Robert Gordon University, none of which usually make the 'Mums and Dads' list of desirable universities! Mass communications & documentation, which includes degrees such as Media Studies, Film Studies, TV and Film Production and Journalism, also shows some interesting results. The university with the highest median salaries five years after graduation is Loughborough, but in positions 2 to 6 are City, Sheffield, Leeds, Oxford Brookes and Bournemouth. Some of these institutions are not necessarily on pupils' top choices lists, but have often been well known in their various fields. For pupils who want to study in these more specialised areas, we will have to be careful to keep up with which institutions are providing the best appropriate degrees so that we can advise them accordingly.

It looks as if LEO data is here to stay and will, no doubt, start to be included in the metrics used to construct university league tables. For us, as advisers, it is another set of data which we can use to keep ourselves updated on careers outcomes and help us to give our pupils the best possible information and guidance.

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



# One voice: unified promotion of your school

James Underhill advocates the synergy  
of the trinity

A big fundraising reception in Madrid. After the presentation, I asked a potential major donor what he thought of the school's development plans. He smiled and airily said, 'That bit of the show was the advertisement break. I only came here to hear about the school.' It got me thinking.

Remember how you felt when the old-style party political broadcasts would pop up in a five minute slot between, say, Dad's Army and the News? There's a real danger that we are triggering the same reaction in our audiences, because so many schools continue to fall back on the same old clichés or reach for clever, but ultimately hollow, messages that fall on deaf ears.

More than ever, we need to find mature and convincing ways to promote our schools. Yet our challenge is so much more complicated than marketing a product. We are selling people, values, attitudes, care and inspiration. It's highly nuanced. It's about finding a consistent, credible voice, not one strapline.

And it's hard.

I witnessed directors of a top city marketing agency applying their skills to a school. There was an expectation on those who made the instruction that these guys, in their chalk stripe suits with no ties, would come up with some phrase or pithy paragraph that would nail it and would take us to comprehensive brand-loyalty, the answer to life, the universe and everything. They didn't. But they did do their best to gently

knock a few heads together and get us thinking about the school in a more unified way.

What makes for a good start? It has to be creating greater synergy between Marketing, Development and Admissions. Combining all three, if you like. Because the alternative, fractured approach can be so wearing and unprofessional. The unified voice goes out of the window, and, just as important, opportunities are missed.

'You can have a page and a half in the school magazine to talk about development.' It says it all. Development asking for money; Marketing promoting the main product; Admissions liaising directly with parents and schools. Where, in all of this, is the consistent, central message that rises, clear and credible, above the ad-break?

Over the last few years a number of schools have started publishing high quality annual reports. Let departments fight over whose budget pays, but keep these reports coming. They're good. They demand a holistic style of thinking - the school as one entity. In the best of these reports, key school statistics and features about teaching sit alongside plans for future developments. Lists of governors sit opposite lists of donors. More importantly, in the really good reports, there is a consistent 'voice'. You get a sense of the institution as a personality: someone you can trust.





Now imagine receiving one of these reports from your old school or your children's school with a personal note from the Head, or another 'face' of the school. All of this takes joined-up thinking and collective responsibility. Too often, there is a long way to go towards this.

And what of the missed opportunities of compartmentalised thinking in external affairs? If your school is good at creating silos, then you can bet that over in Marketing they have one way of expressing your values, over in Development they have another, and in Admissions... You get the picture. And it all stems from a lack of understanding about the true realities of each job. For instance, do the Marketing people really appreciate the value of the insights the Development Director is picking up from prospective donor interviews? Does the Development Director share this feedback?

And in Admissions they are trying to forge stronger relations with prospective parents, aiming to build each relationship to the formal sign-up. Do they appreciate the sophistication of the relationship-building methodology and software they have over in the Development Office? Maybe they could use it.

But let's say you've managed to bring your three external-facing departments together. You've created a virtuous trinity and you have a Director of External Affairs presiding over it all. Structurally, you are heading in the right direction. But it doesn't stop there.

Teachers are right to be indignant when they do not recognise 'their' school as they see it advertised. But they are wrong if they

sneer at anything to do with fundraising and customer-relations, thinking it's all some Svengali-like activity a world away from the true life of the school. Because everyone on the staff has a responsibility to promote and to generate goodwill.

Back to the challenge of how we avoid the turn-off of the advertisement break. I once asked an old boy why he was leaving the school such a generous legacy. He said that, like the monasteries in the Dark Ages, the great schools of the UK are now fulfilling an essential role in preserving and promoting high ideals. It's an awkward soundbite, and I'm not suggesting one can use it in its raw state, but there is an originality about it that makes me pause. There is such a richness of imagery, argument and emotion we can tap into – not just as fundraisers, or marketeers, but as people working together to describe and promote our schools.

Did I say 'emotion'? Ah, yes, emotion. It would be foolish to airily dismiss it. Because, as Canadian neurologist Donald Calne has famously said, 'The essential difference between emotion and reason is that emotion leads to action, while reason leads to conclusions.'

*James Underhill has worked in marketing and fundraising for over 25 years. Since 2013 he has worked as a consultant, specialising in school development and marketing, with his company, Underhill Associates – [www.underhill-associates.co.uk](http://www.underhill-associates.co.uk).*

## 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](mailto:tom.wheare@gmail.com). Items should not exceed 150 words. Good colour photographs are also welcome.

## Tomorrow's Leaders: the 13th Annual Heads of School Conference

On Friday 5th October, Wellington College welcomed 98 head boys and head girls from 45 schools - academies, state and independent - from all over the UK as well as Guernsey and France to the 13th Annual Heads of School Conference.

The morning comprised two keynote speeches: Leadership, delivered by Julian Thomas, Master of Wellington College, and the Power of Public Speaking by Jane Lunnon, the Headmistress of Wimbledon High School.

In the afternoon, delegates were split into groups of 10 where they discussed scenarios they would face as head of school, what their legacy is going to be and their leadership vision. The day finished with a networking session over tea and cake, allowing students to share their leadership experiences.

The conference is run by Wellington's Heads of College, supported by their deputies and College Prefects. Once again, the Wellington College Prefects rose to the challenge and were excellent ambassadors on the day. Over the years, the levels of enthusiasm, resilience and gravitas displayed by all the attendees have been impressive. They show an awareness of their responsibilities and a desire to make a difference in their schools.

One head boy commented: 'As the voice of the school, we as head pupils have the ear of the Head and all the teachers, and what we say, and the way we say it, can really matter'.

No doubt the leadership skills these students are developing will stay with them for the rest of their lives. We look forward to seeing what they go on to achieve.





# A foundation for education in the best of both worlds

Natalie Corcoran describes the creation of an outstanding campus

The Warwick Independent Schools Foundation comprises two schools: King's High with Warwick Preparatory School, and Warwick School. The Foundation is heralding a new era for the future of the schools, and, in particular, King's High School, by relocating from the central Warwick location it has had since 1879.

In Autumn 2016, the Foundation announced the vision for Project One Campus and embarked on a £41 million building project, the single largest capital investment that it has ever made in new facilities, with the ultimate aim of creating one outstanding campus for its schools. At a time when the sector is under pressure as a result of central government policy, thriving schools must continue to invest sensibly to remain competitive. This major investment will not only strengthen the schools individually but provide a wealth of benefits to its pupils of all ages.

King's High's move to the Myton Road campus is somewhat inevitable, albeit after 140 years in the making! Its current town centre location in Warwick was once the site of the other two schools in the Foundation's long history. The process began in 1879 when Warwick School relocated to the open fields site south of the River Avon where it now resides, alongside Warwick Junior School. Warwick Preparatory School later made the same transition in 1971, and, from September 2019, King's High will be the final piece in completing the jigsaw.

Whilst the facilities at King's High's current location are first class, there are limitations to future development purely because of the nature of the site. The new buildings on the Myton Road campus will provide a stunning new home for the girls, housing large communal areas, specialist classrooms, pastoral bases and administration functions. As well as the main school building, the new school will also include a

Sports, Art and Technology 'wrap-around', built onto the existing Bridge Sports Centre. The girls will also benefit from a new purpose-built high-tech shared Music School, which will include a range of practice rooms, performance spaces and a music technology suite, shared with the youngest pupils in the Foundation, Warwick Prep.

The project also includes the provision of a shared Sixth Form Centre for King's High and Warwick School. The building of the Centre has recently been completed, but final fit-out will not be until next summer in line with the girls' move down to the campus. The Centre's light and airy design has been developed to accommodate over 400 pupils and will better prepare them for life beyond school. There will be space for quiet study, group work, social interaction and careers advice for both boys and girls in a truly shared facility. The commitment remains to deliver single sex education in the classroom, where girls and boys will be able to develop and enjoy a broad range of opportunities without constraint from gender stereotypes, alongside the social benefits of a co-educational environment.

Play and sport are a critical part of the learning process, vital to each and every pupil's educational experience. The Myton Road campus already boasts a wide range of sports facilities designed to enrich pupils' lives and, through Project One Campus, these will be further enhanced by a suite of new netball and tennis courts for King's High and a 3G rugby pitch for Warwick School. With summer and winter weather becoming even more unpredictable, the new 3G pitch will offer a state of the art, year round surface reducing wear and tear on grass pitches irrespective of meteorological extremes. There will be a new play space for Warwick Prep, which will provide a safe and stimulating place for a child's imagination to flourish. The final elements of the project will include landscaping across







the campus, increased parking facilities and enhanced traffic management to ensure the smooth flow of traffic.

The benefits of bringing both the schools together are extensive. Project One Campus represents the commitment to enhancing the educational experience of all of the Foundation's pupils and generating positive outcomes for the wider Warwick community. However, it will be more than simply the provision of new buildings, grounds and sports facilities. The project will enable the schools to work together more effectively for the sake of the pupils: the advantages of single sex teaching will be preserved, but the opportunities for co-curricular collaboration will be extensive. The resulting model will truly provide pupils with the best of both worlds. The educational benefits are immediate but the long term financial benefits have also been considered. With record numbers sitting the entrance exams and the cost savings of all schools located on one site, the investment should see full recovery before long.

Following the announcement in Autumn 2016, and a year of planning and contract negotiations, a ground-breaking ceremony took place on 10 July 2017. Pupils from each of the schools broke the ground, ably assisted by The Lord Lieutenant of Warwickshire and Foundation Governor, Tim Cox. It would be unusual for a project of this size to run smoothly without any bumps in the road, and Project One Campus is no different. There was much excitement in Autumn 2017 when, during the initial building works, the remains of a previously unknown Roman building was discovered. Wall foundations for a large aisled structure the size of a medieval church were uncovered by Warwickshire County Council's team of archaeologists, who were invited on site as soon as the initial discovery was made.

The remains will no doubt put Roman Warwick on the map, but the find was not only extremely exciting for the pupils but an invaluable experience for the schools. Staff and pupils had several opportunities to see the excavations first hand and The County Archaeologist's team were only too happy to share in their enthusiasm. The find will become part of the history of the new school building, and of the Foundation as a whole, and will, we hope, inspire budding archaeologists for generations to come. The remains of the building will be preserved under the new campus and plans are being developed to bring the results of the work to a wider audience in the forms of displays and educational materials, as well as a formal archaeological report.

Despite the discovery of the Roman remains, the timeline for the three year construction programme has remained on track. In fact, progress has gone so well during the first year that Governors and the Project Team have reviewed the original timeline bringing forward stages of the project. The new King's High main school and Sport, Art and Technology 'wrap-around' will both be completed over the summer in time for the girls to move into their new home at the start of next academic year. Over the following 12 months, the Music School will be delivered – the finishing touch to one truly outstanding campus for a Foundation unique in the Midlands, offering co-education for pupils aged 3 to 7, and single-sex education from age 7 onwards.

*Natalie Corcoran manages communications for Project One Campus*

To find out more about Project One Campus, please visit [www.projectonecampus.co.uk](http://www.projectonecampus.co.uk) or follow @POC\_WISF on Twitter.





# Inspiring Futures

Helen Jeys celebrates the  
GSA Conference of 2018

The life of a Head is a busy one and, often, it is difficult – for many reasons – to leave school for a few days. However, I never feel any shred of guilt for going to the annual GSA Heads' Conference. Not only do I come away refreshed and re-energised but I know that the speakers will fill me with ideas that I will want to implement in my own school.

The 2018 conference was no different. The theme, this year, was #inspiringfutures; how can we prepare our students for a world which we neither know nor can predict? In her opening speech, GSA President, Gwen Byrom, spoke of the roles we have in independent schools to transform the life chances of children through Bursaries and our duty to undermine the stereotypes often associated with our sector; to encourage those poor families to see an independent school as a viable option for their children and, thus, to really contribute to social mobility. She also spoke about an issue very pertinent to the GSA sector: that of ensuring that we expose young girls – particularly those of a primary age – to a diversity of role models, both male and female, so that girls' career aspirations are not, by the age of 7, gender determined.

We enjoyed a fabulous presentation by Professor Robert Winston who focused on the necessity of appreciating the ethics and humanity of science. He drew out wonderful links between

Professor Robert Winston

music and mathematics, the aesthetic beauty of the Tristan Chord and the natural affinity between the mind and music; all crucial to his argument that there is far more to science than an objective appreciation of Biology. Indeed, Winston argued, it is only if we understand ethics and humanity and encourage scientific literacy that we can impact the future progress of science in a meaningful way.

Grace Barrett from the Self-Esteem Team gave a round-table presentation on the necessity of a cultural shift in schools to ensure positive mental health. She stressed the importance of treating mental health in the same way as our own physical health and encouraging students to be as open about their emotions as they are about physical injury. Mental health is an important area for all of us, in every school, and any strategy to help children and young people manage their mental health – both now and in the future – is one that needs serious consideration.

The conference then encouraged us to consider inspiring the futures of our older students within the landscape of universities and apprenticeships. Sir Anthony Seldon, Vice-Chancellor of the University of Buckingham was – as always – an inspirational speaker. Seldon has always been a motivating force behind my own educational philosophy. From his days leading Wellington College and the introduction of lessons





in Eudaimonia, his brave and, in those days, revolutionary approach to mindfulness and wellbeing has had a lasting impact both on me as an individual and the schools in which I have taught. I always, therefore, anticipate any kind of presentation from Seldon as a huge treat. With his characteristic dry wit and an introduction to his presentation via a spot of mindfulness, he treated us to his view of the future challenges facing universities. His view that it is incumbent upon universities not only to teach academic courses but to do so alongside other life skills was fascinating. Data and technological literacy, human literacy, holistic thinking, entrepreneurship and critical thinking were on his list of necessary elements of any degree course but he did make a comment about how sad it was that, in this day and age, we needed to teach students to be able to discern the nature of truth; a feature of our age to be sure. Certainly, his view that we should consider bi-lateral degrees, two-year degree courses and professional universities left us all with real food for thought. Seldon never disappoints!

The second day of conference continued to inspire. After a moving outline of how one can try to address the needs of the bereaved child, presented by Julia Samuel MBE, we heard a fantastic presentation by Professor Sonia Blandford, accompanied by Lord Theodore Agnew, on how independent schools can support social mobility. This issue has never been more important for us as independent schools and Blandford navigated us through the impact of effective partnerships that build on all children's core strengths. Her work on the actual outcomes of such partnerships is incredibly important as is her focus on 'Counterpoint'; a strategy which presents practical ways forward in this vital area. The potential of international links and partnerships with African schools was also demonstrated in the work of Tom Ilube who is doing amazing work with his African Science Academy in Ghana, describing those gifted

Dany Cotton

African girls who focus their energies on achieving stunning A level results in Maths and Physics in just twelve months.

A real highlight of the conference, for me, was a presentation by Dany Cotton, the Commissioner of the London Fire Brigade. She talked, with eloquence and passion, about undermining the stereotypes of firefighting and her attempt, for instance, to rename 'Fireman Sam' as 'Firefighter Sam' as part of her drive to encourage women into the profession. The social media abuse she received on such a drive was shocking, as has the horrific abuse she and her colleagues have received as a result of contributions to the public inquiry on the Grenfell Tower disaster. She was refreshingly open about her own mental health and the PTSD she and her colleagues experienced as a result of this devastating tragedy. The message of the conference was about inspiring futures: Cotton did this in spades – not only in her theme of undermining stereotypes and encouraging girls to know that they could succeed in all areas - but also in her frank and open examination of mental health issues and the importance of self-compassion and seeking help after experiencing tragedy.

As anticipated, the GSA Heads' Conference did not disappoint. Not only does it provide a fantastic opportunity to network with other Heads and friends (there is such a wonderfully collegiate atmosphere) but it also provides one with space to listen, to think and to plan; time which is in very short supply when in school. We bade farewell to our President, Gwen Byrom, and wished her luck with her new school in Thailand before welcoming Sue Hincks, our new GSA President, and a fellow North West Head. Sue is, I know, already planning for the 2019 conference theme of our sector's 2020 vision. Future food for thought indeed!

*Helen Jeys is the Headmistress of Alderley Edge School for Girls*

Gwen Byrom





# The power of feedback

Nicola Griffiths describes feedback methods that ensure the highest quality of teaching and learning

I read an article in the TES over half term with much interest, having recently attended a training day organised by the ISA. I am a keen Twitter user, following a whole range of professionals, from practising teachers to keynote education authors and research practitioners. The issue of marking regularly dominates Twitter and, interestingly, this particular article depicted the variance in the frequency of marking in different schools and the different ways that senior management in schools conduct their quality assurance.

As Deputy Head, I am responsible for leading the quality assurance at Ipswich High School, verifying key teaching and learning objectives, such as reviewing teaching and learning, by conducting 'book scrutiny' and undertaking 'learning walks'. Learning walks involve members of a school's senior management team dropping into lessons for up to ten minutes

Written marking when reviewing pupil books is not the whole process, since the focus should not be on teacher marking alone.

to review a particular element of teaching and learning. The premise of these learning walks is to give teachers feedback that will aid their continuing professional development.

At Ipswich High School we focus on the elements that enhance the learning of our pupils, which I personally term 'the key essentials'. Over half term, I read an article about Barak Rosenshine's *Principles of Instruction*, which detailed research evidence for the most effective teaching, regardless of subject specialism. Given that these principles form the basis of the teaching and learning we strive for across the Senior School, I am confident that this consistent focus will continue to enhance the learning experiences of all our pupils.

The purpose of book scrutiny, which is conducted both by Heads of Department and by Senior Management, is to review pupil books for a number of factors, not the least of which is marking. The article on *Principles of Instruction* referred to research conducted by the Education Endowment Foundation in 2016 which concluded that 'the quality of existing evidence focused specifically on written marking is low. This is surprising and concerning bearing in mind the importance of feedback to pupils' progress and the time in a teacher's day taken up by marking.'

This challenges the common misconception that written marking is the only form of valuable feedback. Written marking when reviewing pupil books is not the whole process, since the focus should not be on teacher marking alone. In lessons, pupils may frequently be asked to self-assess, to mark their own work or to peer-assess and mark a fellow pupil's work. Both options enable pupils to get timely feedback on their work. The focus should not be on the frequency of written marking, but on the quality of feedback and whether it helps pupils to improve.

Feedback comes in many forms and in every lesson teachers feedback to pupils verbally. At the training day I attended at the ISA head office, there was reference to the 'verbal feedback stamp', a way of evidencing that pupils had received feedback in this format simply by stamping a pupil's book and asking them to make note of the comments that were given by the teacher, so that this interaction did not go unnoticed, by the pupil, the parent and, of course, inspectors.

This is a good way of evidencing and proving action, but it is a laborious task. At Ipswich High School, the focus for teachers is a combination of written marking, whether by pupil or teacher, as well as numerous opportunities for verbal feedback. The school's marking policy states that a half termly assessment needs to be conducted for all pupils in Years 9 and above, with an assessment for pupils in Years 7 and 8 at least once a term. During this time, teachers mark an assessment piece which helps to inform pupils of their targets for improvement.

During a book scrutiny I will be looking for evidence of a piece of assessment work, along with the associated target and improvement form. During school inspections, inspectors triangulate their evidence, and will ask pupils in interviews whether they understand their targets for improvement. I hope to replicate this by asking pupils a series of questions of this nature, either through an electronic survey or face to face, to see how effective our systems are.

I hope this approach will help to reassure parents that it is part of normal teaching and learning practice if work is marked by someone other than their child's teacher, and acts as one of the best forms of immediate feedback. Again, it is normal and good practice that when written feedback by a teacher is limited, it will have been accompanied by verbal feedback at the start of a lesson. The quality assurance processes carried out by both Heads of Department and members of the Senior Management team provide invaluable information to enable teachers to reflect on their practice and, ultimately, aid their professional development. It also illustrates to senior management whether the actions outlining best practice in teaching and learning policies are in fact being implemented.

*Nicola Griffiths is Deputy Head at Ipswich High School*





# Read all about it!

## Sarah Gowans previews the tenth Bishop's Stortford Literary Festival

The brainchild of Prep School Librarian, Rosie Pike, the Bishop's Stortford College Festival of Literature was first staged in 2008 and featured a number of authors who gave talks to pupils from the College, at Schools Events that also included visitors from neighbouring schools and at Open Events which were, as the name suggests, open to the public. And thus was born the broad format for the College's Festival of Literature: a week of internal, Schools and Open events with the aim of instilling in everyone a love for the written and spoken word with the binding theme of 'children should walk through life on a pathway of stories'.

Over the last 10 years, the format has changed and adapted a little to meet the needs of the curriculum and local demand. The Short Story Competition has now been replaced by Literature Live (a reading competition for pupils in the College Senior School) but the runaway success is without doubt the Bishop's Stortford Picture Book Award.

The Picture Book Award (PBA) is now so successful that publishers clamour to get their authors onto the shortlist. It's become quite the trend spotter as pupils from local schools review the shortlist and vote for their favourites. Several past winners have since become Children's Laureate, including the current holder of the title, Lauren Child. The PBA presentation is held on the Wednesday of each Festival week. The shortlisted authors and illustrators each give a short presentation about their creative process and the characters featured in their stories, and the audience, made up of children from some 13 local state and independent primary and secondary schools, are enraptured as tales are woven into drawings that come to life before their eyes. Now in its tenth year, this year's shortlist features several authors from previous PBA shortlists. The identity of the next winner will be a closely guarded secret until 6th February 2019, when illustrator, Sarah McIntyre, the very first winner of the PBA with *Morris the Mankiest Monster* written by Giles Andreae, will make the presentation to the latest recipient of this prestigious award.

The shortlist for 2019 is as follows: *Baby's First Bank Heist* by Jim Whalley and Stephen Collins; *Can you see a Little Bear?* by James Mayhew and Jackie Morris (who is also appearing in an Open Event on 14th February); *Cyril and Pat* by Emily Gravett; *Once upon a Wild Wood* by Chris Riddell (who will be illustrating to music played by the College Orchestra on 1st February); *Ruby's Worry* by Tom Percival; *The Station Mouse* by Meg McLaren; *There's a Dragon in your Book* by Tom Fletcher and Greg Abbott; and *Tropical Terry* by Jarvis Walker.

Besides the Picture Book Award, throughout 'festival week' audiences are treated to a wide variety of speakers: from poets to novelists, illustrators and children's writers to scientists,

historians and journalists; the common thread being that they all must have written and published something. Many are household names such as Jay Rayner, Gyles Brandreth, Germaine Greer, Arthur Smith and Dan Cruickshank. Some authors, such as Robin Ince, Luke Wright, Sarah McIntyre and James Mayhew have appeared more than once during the past 10 years, but all have delighted their audiences, inspired, challenged and prompted questions. Past line-ups have included no less than five Children's Laureates; Malorie Blackman, Julia Donaldson, Anthony Browne, Lauren Child and Chris Riddell (returning in 2019). Bishop's Stortford College Prep School pupils always look forward to Harry Potter Book Night which coincides with the Festival. Someone somewhere must have cast a spell or waved a wand for such serendipitous timing!

Planning for each Festival starts almost as soon as the last one has closed. Audiences are asked for their thoughts and suggestions, teaching staff examine curricula, brainstorming sessions are held and agents approached. There is a real drive for breadth of appeal, balance across age groups and interests and, of course, the need for the speakers to have actually written something! The College supports the Festival with a very modest budget, but it is largely self-supporting, aiming to break even rather than to make a profit. A small number of local businesses sponsor the Open Events in return for advertising and brand exposure, a system of mutual support which works well. There is also support from the local newspaper which runs interviews with the visiting authors in the run-up to the Festival and feature reviews, often written by contributing pupils, after the performances. Social media plays a part too. Parents are engaged as 'ambassadors' who help to promote the Festival through their networks, as well as sponsors, teachers and other staff. There is a real community feel to the event.

At the heart of the Festival is the love of books, real books with bindings and paper and that special smell that books have. The Norfolk Children's Book Centre have partnered the Festival since its inception and it's a glorious sight to see young people queuing to buy books and have them signed by the visiting authors. To see their joy in something so 'old school' in a digital age clearly appeals to their parents and teachers too.

The 10th Festival, which will take place in the 150th year of the College, opens on 1st February 2019 and tickets are now available through the College website at <https://www.bishopsstortfordcollege.org/11658/festival-of-literature-2019>. Everyone is welcome, so if you're in the area, please do book a ticket and come along and take your place in this wonderful community event. Be part of the story.

*Sarah Gowans is the marketing manager at Bishop's Stortford College and a hip toxophilite*



Rosie Pike

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underpinned by technology, from an extensive Wi-Fi network and handy iLancaster app, to cutting-edge equipment in our science labs.

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Our campus may be self-contained, but our community stretches far beyond Lancaster, with an influence and impact which is felt right across the globe.

We have more than 150 academic partners across 24 countries around the world. Strong links with universities and institutions in the USA, Asia and Europe ensure that we work at the forefront of international, collaborative research projects, working on major global issues. It also means that we can help our students explore the world in a wide range of different study placements, cultural exchanges and volunteering programmes.

Today, we have students working toward Lancaster University degrees on three different continents, with many destined to join our campus to complete their studies. We welcome thousands of students to Lancaster from more than a hundred countries – including China, Ghana, India, Nigeria and Malaysia – giving our community a broad cultural base and vibrant make-up.







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As well as the physical places where students live and socialise, the college provides a community within the university, a supportive environment and a ready-made social network from day one.

Being part of one of our colleges means that although students are studying at a large university along with thousands of others, they are also part of a small, friendly community where it's easy to meet new friends. They spend time there, whether at special events, in the leisure facilities or in the college bar. They will have the chance to represent their college, whether in the sporting arena, on a quiz team, or as part of the student-run common room committee. And, if they ever need help, they can turn to the college for welfare support or the guidance of an experienced advisor.

From the first day, when senior college members are on hand to show new students around their accommodation, to the day they graduate with their fellow members, the college is an integral part of the Lancaster University experience.

### Our teaching excellence

Students are more likely to get a graduate-level job or gain access to further study with a Lancaster degree than with a degree from 79% of Russell Group universities.

Our graduate employment/further study rate – as measured by the Complete University Guide – is higher than Bristol,

Cardiff, Durham, Edinburgh, Exeter, Glasgow, King's College London, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Queen Mary University of London, Queen's University Belfast, Sheffield, Southampton, University College London, Warwick and York.

Lancaster was awarded the highest possible rating a university can achieve, TEF Gold, in the recent Teaching Excellence Framework (TEF). Again, Lancaster performed better than many Russell Group universities. 11 out of the 21 Russell Group universities, which participated in the Teaching Excellence and Student Outcomes Framework, only achieved the lower TEF awards of Bronze or Silver.

In The Times/Sunday Times, Complete and Guardian league tables, Lancaster's UK league table position is higher than Birmingham, Bristol, Cardiff, Edinburgh, Exeter, Glasgow, King's College London, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Queen Mary University London, Queen's University Belfast, Sheffield, Southampton, University College London and York.

In fact, Lancaster is ranked higher in the UK university league tables than 75% of Russell Group universities.

### Will you choose Lancaster?

*Our conclusions are drawn from UK university league tables which use official statistics from bodies such as the National Student Survey, the Office for Students and the Higher Education Statistics Agency. These figures are correct at the time of going to press, but please feel free to check our website if you want the latest position: [www.lancaster.ac.uk](http://www.lancaster.ac.uk)*



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# I think, therefore IB...



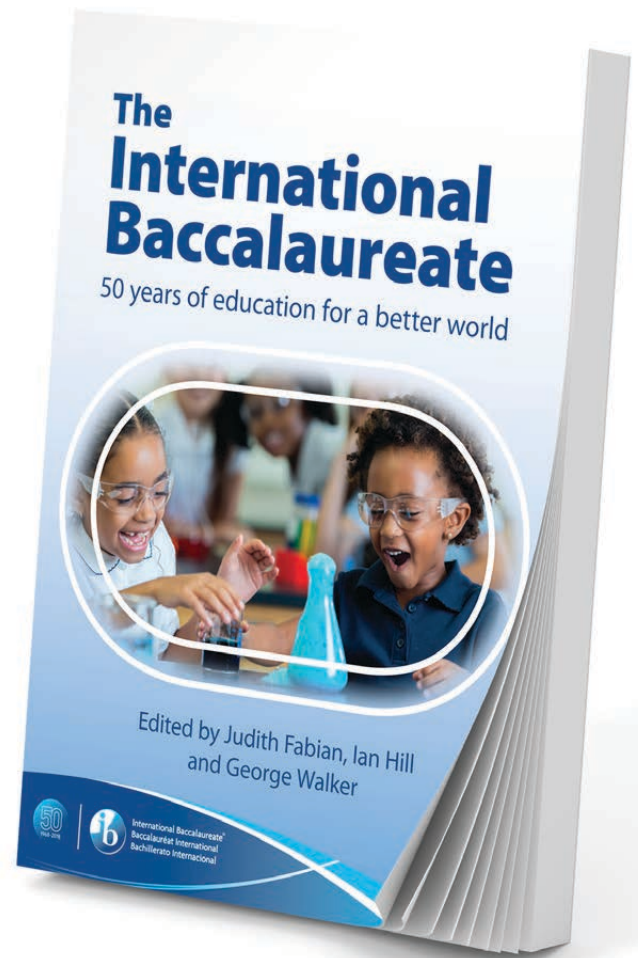
Anthony Evans reviews....

**The International Baccalaureate:  
50 years of education for a  
better world**

Edited by Judith Fabian, Ian Hill  
and George Walker

John Catt Educational Limited

October 2018 ISBN 9781911382768



From my balcony I have an unencumbered view of Hammersmith Bridge, distinctive, revered, under constant repair and precariously straining under rush-hour traffic. When he designed it in the early 1880s, Bazalgette could hardly have predicted the demands of 130 years later. Today its uneven road surface - an alarming accretion of temporary metal plates - challenges tyres and digestive systems alike, while quizzical students stream across it to and from St Paul's, Latymer Upper, Godolphin and Latymer and the West London Free School, their minds (mainly) focused on A-levels and GCSEs. These examinations have in common with the venerable bridge a history of pride, doubt, recasting, renovation, redecoration, instability, reassessment, broadening and narrowing, although, unlike the bridge, they have so far escaped the attention of IRA saboteurs.

By contrast, the International Baccalaureate (IB) is a youthful 50 years old. Were it not now a fateful phrase, one might be tempted to describe the IB as strong and stable, but that would understate its increasing influence in much of the globalised world, its capacity for adaptation and its evolving approaches to learning and teaching. It grows ever more confidently across the world, offers four distinctive programmes of study (PYP, MYP, DP and the most recent CP) and currently spans 150 countries with some 5,000 IB World Schools (and an estimated 7,000 in the next five years). It remains secure in its standards, lucid in its vision and resolute in pursuit of its ideals. Lest we forget, the IB is a coherent educational philosophy, not

a mere examination, and its ambition far exceeds the often more functional, domestic and occasionally political concerns of national systems.

From the early embryonic attempts at international education and the opening of the International School of Geneva in 1924, this fascinating book traces the development of the IB since 1968 and celebrates its remarkable success and those ideals which set it apart. We learn that the search for a respected and realistic international curriculum able to win the support of governments found inspiration in the words of the American poet and Librarian of Congress, Archibald MacLeish, at the inaugural ceremony of UNESCO: 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. Education for peace, through international-mindedness and intercultural understanding, is the very heart of the IB. In turbulent times like ours, in whichever country or system they happen to teach, educators cannot allow that vision to be lost.

This celebration of the IB's first 50 years is a collection of 22 essays, helpfully grouped into four categories: Roots, Vision, Pioneering Education, New Challenges. For anyone discovering the IB through these essays, the striking feature must surely be the coherence of its four programmes and their careful development of the vision and the learner profile. The undeviating purpose is that 'students across the world [will] become active, compassionate and lifelong learners who understand that other people, with their differences, can also be



right'. From the Primary Years, through the adolescent tunnel of the Middle Years, in the inclusive Career-related programme and in the academically demanding Diploma, the IB's values and principles are safeguarded and nurtured.

All these essays are informative and almost all are stimulating, not least those which herald the quality of the IB's programmes yet raise questions for the future or concede current limitations. Some should be our politicians' required reading, notably those which unintentionally expose areas of our own national provision that are poorly served or have been simply disregarded. One such is Dominic Robeau's account of the Career-related programme (CP), introduced as recently as 2012 after eight years' trial and consultation. Would that reform and innovation at A-level and GCSE were so democratically and carefully shaped. In this respect, as is noted elsewhere, the IB enjoys freedom from political imperatives often linked to social engineering or grade manipulation, and can therefore design a programme over time with proper consideration of principle. Our neglect of vocational education and the continuing failure to secure for it parity of esteem and funding must be seen as a national disgrace. Other countries (dare one suggest in Europe?) do better, and in our post-Brexit existence we may have cause to lament our neglect and snobbery. The CP 'challenges the perception of status that exists between academic and vocational education' and 'shows that rigorous assessment and learning can be possible in vocational education'. To this end, it blends two Diploma courses with subjects chosen to complement the career-related studies and skills, and combines with a four-part core promoting, inter al., language development, a reflective project and international-mindedness. Already 25 countries have adopted it, and 81% of its students in US state schools gain admission to universities. We might learn from it.

Other excellent essays address the future use of technology in teaching, assessment and professional development; how to preserve and project the IB's values in the post-truth disorder of our world; how to teach intercultural understanding and why; and the pivotal role of languages and multilingualism. This is

emphatically not to shape Theresa May's 'citizens of nowhere'. Somerset Maugham and Graham Greene are two of many writers who held that we can understand our own language only if we master another, and can fully understand our own country only if we have viewed it through another's lens. The IB Diploma is no more the preserve of linguists than of any other discipline among the core's six, but in its requirement for study of a foreign language within its framework of breadth and depth, it exposes another of our national issues—our allergy to others' languages, often excused with pride, like rejection of science or mathematics. As fewer and fewer continue a foreign language at A-level, the wisdom of the Diploma's design will be irresistibly obvious if we discover a barren steppe beyond Brexit. It takes longer to develop a linguist than to build a lorry park.

And what of the IB's challenges? Some are philosophical, some practical. How to reach less privileged communities across the world seems uppermost since, as one contributor remarks, 'in many countries where inequalities are at their greatest, IB schools cater largely for the children of the rich'. Its hitherto 'over-cautious attitude to the rapidly expanding online world' may be part of the solution, yet others worry about what might be lost as it expands. Another sees the IB philosophy betrayed by 'many schools in which only the brightest students—who will bring honour and glory to the school with their 40+ points and entrance to a world-class university—are allowed to complete the DP'. So too, there is a continuing tension around the place of the arts, considered integral to the DP yet still effectively optional.

Above all, however, this inspiring celebration of the IB is at once a record of extraordinary foresight, innovation and success over the past 50 years, and a statement of confidence in its values and its mission. More and more, its bridges and those who cross them will connect the world.

*Anthony Evans was Headmaster of The Portsmouth Grammar School and King's College School, Wimbledon and Chairman of HMC in 1996*





# Getting parents more involved

With Christmas Fairs just past and events on the horizon, schools and PTAs are ever on the hunt for volunteers. Judith Keeling asks how they can encourage fathers in particular to take part

Modern dads have become a regular feature at many school gates, yet many report feeling overlooked by other parents and teachers. Understandably, this can leave them reluctant to volunteer. But now, a free secure virtual school gate platform, Classlist.com, is changing all that.

Pioneered by two busy parents in Oxford, Classlist is now the UK's largest and most successful parent platform. More than 2,500 schools signed up since its launch four years ago at Oxford's Dragon School. Classlist offers a secure and inclusive way for all parents to connect, organize events, trace lost property and even organize lift-shares using a special map.

Feeling out of touch with school events and not knowing other parents are common problems for school gate dads, estimated to form around 10 per cent of those collecting children from school. Many are simply unaware of upcoming events at school, despite doing the school run regularly.

This is partly due to being unintentionally excluded from informal WhatsApp groups set up by mums and also to the assumption that they may be at the school gate because they are looking for a job or merely 'filling in' for the mum.

Fathers can also feel embarrassed to contact mums for fear of their motives being misconstrued. 'You feel that it's inappropriate as a married man to ask for a married woman's contact details – even though it's for an innocent reason like arranging a playdate,' says Dad Matt Hazlett, who does the school run on average once a week and really enjoys being part of his children's lives. 'But using Classlist, which my school does, legitimizes all that – you are simply a parent using a platform that was designed specially for the purpose of contacting other parents. It all feels above board and professional.'

Other communications systems generally focus just on one-way messaging from school to parents, with no ability for parents to communicate with each other. But Classlist facilitates inclusive conversations by class, year and school, as well as offering the popular events function. Classlist is also more inclusive because parents can be members whilst keeping their contact details private. This means those who cannot share details for work-related reasons, for example, are not left out of the information stream.

Classlist's inclusivity has proved an important element of its appeal to both sexes. It is GDPR compliant which means that, unlike WhatsApp for instance, a school can elect through its privacy policy to provide Classlist with all parents' details meaning that new and working parents are not left out. Matt says that his school, like some others, previously used ParentMail, but found it only offered a 'top-down' way for

the school to distribute newsletters with no options for other communications or event organization.

A streamlined method of taking the hassle out of organizing events by handling everything from volunteers to payments has also made it much easier to recruit volunteers, says Stuart Bonthron, chair of the Parent Teachers Association (PTA) at Abingdon Prep School, Oxfordshire, whose school also uses Classlist. 'When we advertise for help for events, we now get a 50-50 response from women and men which we never had before,' he says.

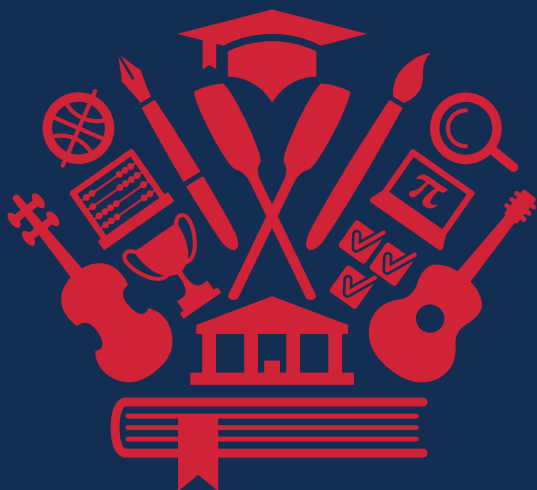
Stuart also advises other PTAs to listen to the new ideas new volunteers of both sexes may bring. 'One dad recently suggested we introduce a card machine for payments at school fundraisers – involving a bit of upfront cost and there was some resistance to change. But it proved to be a great idea as people do spend more with a machine than they otherwise would. If someone has £20 in their wallet then that is all they will spend. Our ball committee last year was more than 50 per cent dads. This brought a different flavour to the event with lots of new ideas generated.'

Once fathers discover how much is going on at a school they are more encouraged to get stuck in. Classlist CEO Susan Burton says: 'We recently did a survey of Classlist fathers and they were clear that it had made them much more likely to contribute, as they knew what events were coming up in the school. Many say they'd never pick up this information just doing a couple of school drop-offs or pick-ups a week. One dad mentioned he'd seen a request for volunteers for the summer fair and ended up helping out on one of the stalls. He was delighted to be part of the day and enjoyed it so much more than just attending for an hour or two. We regularly hear of dads organizing camping weekends, pub evenings out, bike rides and loads more once they realise it can be done so easily.'

Co-founder Clare Wright, herself chair of the PTA at Magdalen College School, Oxford, adds: 'When I run PTA events, I have found that some parents don't like turning up on their own. This may be if they haven't got a babysitter or if they are single parents. We specifically suggest anyone coming alone might like to man the bar – this is a win-win. We get volunteers and they get to chat with other parents whilst doing a job, which takes the pressure off them to mingle. We have found that dads in particular find this helpful.'



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# The paradox of school chaplaincy

John Ash leaves the echo chamber to listen to the still small voice

Dean Close School



There are many paradoxes one could write about concerning school chaplaincy. The way in which the teenager can make a lot of progressive noise one minute, and the very next play guardian of their beloved status quo. Or, as I recently discovered, the best way to ensure a listening Chapel is to give your congregants permission to close their ears. My muse however concerns the uncomfortable paradox of Chapel as an act of compulsory worship. If that's not a paradox, then I don't know what is. Every theological and compassionate instinct in me suggests that, in order for worship to be worship, it must be freely given. And yet...

What follows are two cultural observations, which will lead us back to our paradox. The first has to do with confirmation bias, and the second with UK religious belief.

The rise of populism and personality politics of late can at least in part claim the credit for the increasing polarisation in

UK society. Whether it be the geographical North and South, or home ownership's 'haves' and 'have nots', or the now wearisome Brexiteers and Remainers, we're increasingly familiar with binary demographic divisions.

Another protagonist in this polarisation is the very vehicle through which much of it is reported: our favourite villainous hero, social media. On the one hand, it serves to democratise opinion-giving and, to a lesser extent, listening, but on the other, it curates the conversations which we are invited to join. By means of hidden algorithms and retweets, the technology begins to weave an equally hidden confirmation bias for every user, whereby our prior opinion is encouraged and exaggerated by exposure to other like-minded bloggers and vloggers.

The ongoing astonishment in the wake of the Brexit referendum amongst both camps bears this out. For too many of us, the conversations we had enjoyed prior to the vote had

## Endpiece

been with those who agreed with us already. And therefore to discover that there were a full 48% or 52% of the population who disagreed with us was something of a shock. That in itself, I suggest, is shocking. Speaking personally, I had found myself in an information silo or an echo chamber where my political bias was reflected back at me via agreeing blogs, friends and vox pops, to such an extent that I felt in the sane majority. Sane is the operative word: I knew that others disagreed with me, but much of their line of argument was knocked down like the proverbial straw man in the material I consumed. In retrospect, it was all too simple and too monochrome. Although I'm ashamed to admit it, I was astonished that those who disagreed with me were made of sterner stuff than straw when it came to the ballot boxes and the result.

Second, an observation about religious belief in the UK. A couple of years ago an atheist pupil suggested to me that we conduct an experiment – 'Why don't you make one main school chapel service voluntary and see who turns up?' He had the smile of someone operating a thumb screw. 'After all, we all believe in freedom, and this isn't a Christian country any more – why pretend that it is?' The screw tightened. He had a point. A 2015 report by the Commission on Religion and Belief in Public Life concluded that 'Britain is no longer a Christian country and should stop acting as if it is.'<sup>1</sup> In the UK the percentage of the population describing itself as belonging to no religion has risen from 31.4% to 50.6% between 1983 and 2013.<sup>2</sup> Within that report it emerged that the Church of England has endured the greatest decline in numbers, seeing its membership more than halve over the same period of time. So, yes, the young

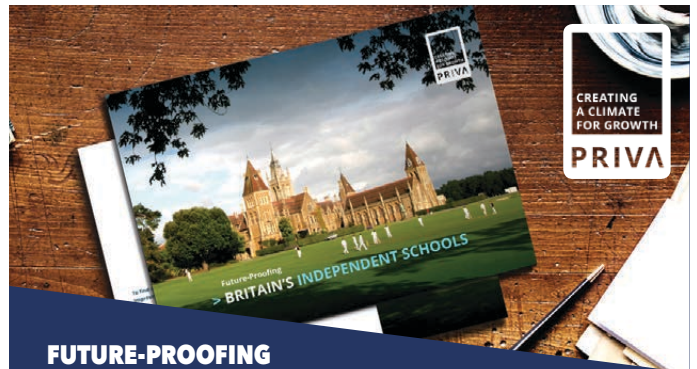
man had a point, but I don't think that his point undermines Chapel's *raison d'être* in quite the way his smile suggested. Let me explain.

As we have already noted, our increasingly echo chamber country is becoming more polarised and, with each exaggerating and fractious shift, it seems to me that we are becoming dangerously poor at engaging with difference with civility. In our increasingly pluralist, even secular, nation, I suggest that in Chapel we find a rare opportunity for the next generation in our care to be taught a way of thinking and being which wouldn't come across their Facebook feeds or trend on their Instagram stories. Here is a place where we are not enslaved to hidden algorithms designed to massage the prior opinions of the listeners, but where we can freely engage with refreshing difference. As I said to the atheist pupil with a glint in my eye, 'Sometimes we care so much about the free choice of ideas that we make exposure to that choice compulsory.' It's a paradox very close to my heart, and on which I suspect our Chaplain's profession may increasingly depend.

*Rev. John Ash has been serving the Dean Close Foundation as Chaplain since 2016. After working at Monkton Combe School, John did his theological training at Wycliffe Hall, Oxford.*

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A young woman with long dark hair is standing on a wooden post on a pebbly beach. She is wearing a white long-sleeved shirt and dark navy trousers with thin white vertical stripes. She is holding a dark navy jacket in her left hand and has her right hand raised to her forehead, shielding her eyes from the sun. She is smiling and looking towards the right. The background shows a wide beach with pebbles, some distant buildings, and a clear blue sky with a few clouds.

Amelia, Oundle School Collection.

Amelia wears the distinctive bespoke striped culottes of Oundle and a performance cotton fitted blouse. Worn with a navy four button polywool fitted jacket.

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