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# Conference & common room

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*Dr Vince Cable MP, Secretary of State for Business, Innovation and Skills, and President of the Board of Trade, generates power for Hampton School's carbon neutral policy in 2008.*



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Niche market magazines – and this is one – sometimes take a rather limited view of things. Witness the reviewer of *Lady Chatterley's Lover* in *Field and Stream* who found the account of a gamekeeper's duties on a Midland shooting estate of considerable interest but concluded that the many pages of 'extraneous material' meant that the book would never replace J R Miller's *Practical Gamekeeper*.

So *C&CR* might be expected to comment on the number of former pupils of independent schools prominent in the current Parliament. During the election campaign much was made of the solid phalanx of Old Etonians in the Conservative Party leadership and the Cabinet lump is scarcely leavened by the fact that Nick Clegg went to Westminster. But do schools, or universities for that matter, really exercise the kind of influence over their former pupils that will shape their behaviour in adult and professional life? Probably not, but journalists like labels, painstakingly though not always accurately giving someone's age in brackets after their name, or quoting a school's motto and fees when popping the cork of the latest jeroboam of bad news.

Schools are partly to blame for this as, understandably enough, they like people generally and prospective parents particularly to know which famous former pupils they can lay claim to. Particularly helpful in this regard are rogues who later made good – the real high fliers in this group can single-handedly boost the self-esteem of three or four schools simultaneously. You can read within of a new method of matching famous sportsmen and women with their schools and see if your experience bears out Antony Clark's developing theories about left-handers.

There are Heads who have had a lasting and widespread influence. The philosophy Kurt Hahn developed at Salem and Gordonstoun, expounded in his talk at Ellesmere College in 1963, led directly to the Duke of Edinburgh's Award Scheme and the Outward Bound project, affecting literally millions of young people. On the other hand, it would be stretching things too far to suggest that the current enthusiasm for animal husbandry at Harrow owes anything to the visitor they dubbed 'Old Sheepfolds' when Edward Thring was given the courtesy of their pulpit.

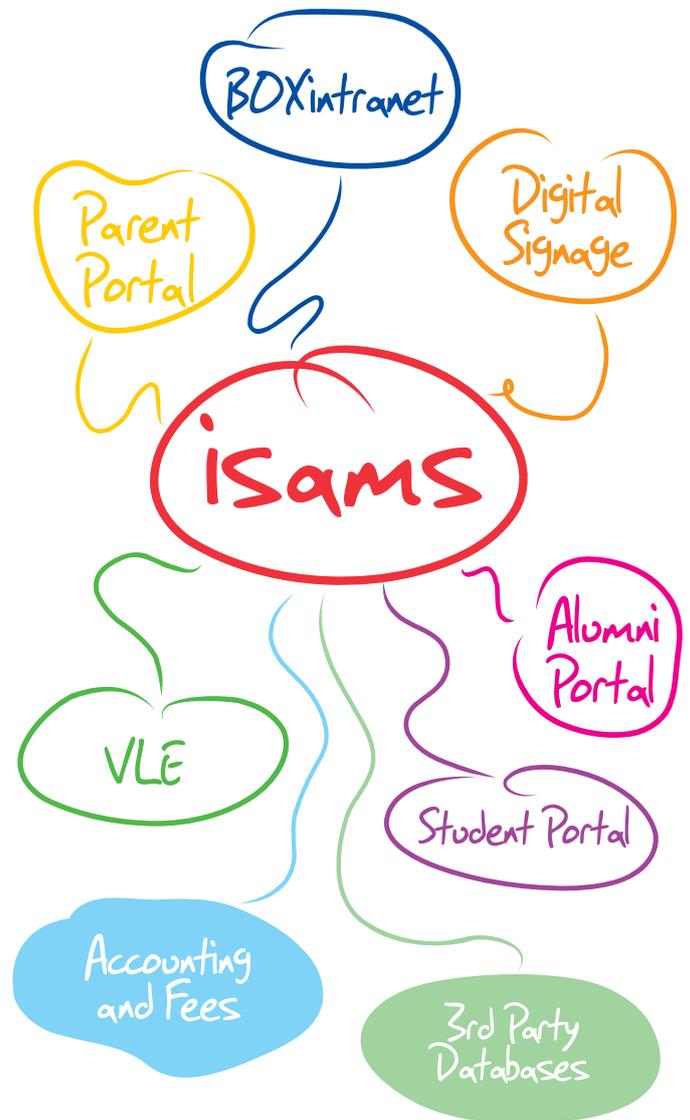
In general, however, schools must make modest claims about the effect they have on their pupils. School is a crucial part of the socialising process and should develop in individuals awareness of and concern for others. Teamwork is something schools can teach, along with leadership and application to the

It's about being

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task in hand. Schools give their pupils the chance to learn about and experience other cultures via the multitude of trips they still undertake despite the necessary burdens of risk assessment.

Finding out more about diversity within our own society is harder, perhaps because all schools hope to instil in their pupils a sense of corporate pride and identity. Now that the enterprising and conscientious school leaver heads to Africa or India to make a difference, the inner city missions, once such a strong feature of our schools, are less well supported. Shrewsbury House in Liverpool is a fine but rare surviving example of the institutions that led Clement Attlee, for example, to devote the first part of his working life to the East End of London. Widening access to our schools will go some way towards redressing the balance, but nothing can beat first hand involvement on the ground.

The outcome of the General Election has prompted frequent use of the word 'unprecedented'. A return to consensus politics is, however, greatly to be welcomed. Just as inflation became accepted as the norm despite its rarity as an economic phenomenon in the longer historical perspective, so a confrontational and polarised political scene seemed to be the established *modus vivendi* at Westminster even though it was, in its nastiest manifestations, a recent phenomenon. Worse still was the downgrading of Parliament, the demoralisation of MPs and the simultaneous weakening of both Cabinet and Civil Service responsibility in the business of government.

As Geoff Lucas points out, 100 years ago members of HMC were expected to consult their common rooms before attending the annual meeting, held surprisingly near Christmas. Working together, investing time and good faith in consultation, learning from others, accepting that the middle way is often the best or, at least, only practical way, is something that Heads become aware of more rapidly than their pupils, their staff or their governors.

If David Cameron and Nick Clegg did learn anything from their schools or their teachers, it may have been that. They have shown that national needs are more important than the devices and desires of political parties. They have, in fact, shown a remarkable degree of imagination and self-denial in the formation of the government and, although Vince Cable is not Chancellor of the Exchequer, he has been handed a portfolio of huge financial importance.

A previous Trade and Industry Secretary, Norman Tebbit, was famous for praising those who got on their bike to find work. His successor, Vince Cable (67), also believes in pedal power as we saw when he visited Hampton Grammar School, meeting the global energy challenge with his characteristic directness. We may be on the threshold of a period of good government.

## Letter to the Editor

Dear Sir

Serendipitously, in my current task of sorting out the Wellington Archives, I came across a Harrow Mark Reducer just yesterday. I vaguely registered what it was, recalling I might have seen a master at my prep school using one 50-plus years ago and telling me what it was for.

Today I read Julian Lea-Jones's article on the instrument and found a further connection with Wellington College – Henry Eve, MA, FSC. He came to Wellington in its second year, 1860, and left in 1877 to become the Headmaster of University College School. He would have been close to the RMA Woolwich and their teaching of mathematics and the sciences.

On close inspection, our implement is not serially numbered, so is probably a later mass-production model. It states 'Aston and Mander Ltd Makers 61 late 25 Old Compton Street, London', leaving out the words 'Registered and made only by...' Perhaps their original premises were too small.

Yours *etc*,

Patrick Mileham

# Stretching one's sails to the wind

Matthew Jenkinson pursues a good education

In *The History Boys* Alan Bennett presents an ageing teacher, Hector, who educates his pupils through an esoteric and eccentric artistic curriculum ranging from Wittgenstein to Gracie Fields. While there is little discernible immediate application for what the pupils learn, one student declares that Hector provides, 'love apart ... the only education worth having'.<sup>1</sup>

Bennett attempts to contrast Hector's style with that of a young, results-oriented teacher, Irwin, who at first sight values above all that which sounds good in an exam. Yet the dichotomy is a false one, both in terms of the content of their lessons and the style of their teaching. While Hector is enthused by the poetry of Thomas Hardy, Irwin is enthused by the financial accounts of medieval monasteries. While Hector teaches about *Brief Encounter*, Irwin teaches about Henry VIII.

The contents of both of their respective curricula are, in the immediate, functional, utilitarian sense, useless. Furthermore, both Hector and Irwin are inspirational and aspirational. They care deeply about enthusing their pupils and encouraging their pupils' independent critical faculties, but they both do this much of the time by teaching 'from the front', imparting sophisticated knowledge to their charges and giving them, some would say, a 'good education'.

The New Labour idea of what constitutes a 'good education' is outlined in the National Curriculum and is based on the utilitarian acquisition of skills. This is because, the logic goes, we live in a knowledge economy and we need to compete in a skills-based global marketplace.

This educational system is enforced by an Ofsted on the lookout for 'applied skills' instead of the 'imparting of knowledge'.<sup>2</sup> The current National Curriculum is there to 'enable young people to become successful learners, confident individuals and responsible citizens', and for pupils to learn about the 'benefits of diversity', 'global citizenship' and 'sustainability'.<sup>3</sup> A good education in this sense, then, is about social engineering.

Apparently, subjects should not be studied for their own sake, for their intrinsic interest or value; there should always be an extrinsic application for that which is learnt in the classroom. Tarring all those who value facts with the same haughty and tedious Gradgrindian brush, the emphasis on education has been transferred from the acquisition of factual knowledge to the development of skills. Scientific 'facts' allegedly become quickly outdated; artistic 'facts' have no obviously immediate functional use; and every other 'fact' can be Googled.

Thus, the programmes of study for subjects in the National Curriculum focus on 'skills and processes'. The government's new diploma only devotes half of the teaching time to subject knowledge (called principal learning), while the other three sections focus on: 'functional skills; personal, learning and thinking skills; and additional and specialist learning.'

The purveyors of the new Pre-U qualification, seen by many schools and universities as preferable to the diploma, still feel the need to place 'skills' at the forefront of their advertising, claiming that the Pre-U 'equips students with the skills they need to make a success of their studies at university'.<sup>4</sup>

It is not immediately apparent that a focus on factual knowledge (including that which is esoteric) requires a formal rejection of the development of 'skills'. Facts, be they scientific, mathematical, artistic, should be the raw material through which skills are acquired and honed.<sup>5</sup> There should not be a dichotomy between knowledge and thought, content and understanding.<sup>6</sup>

As Michael Oakeshott recognises, we learn how to judge or think as part of the process whereby factual information in separate subjects is passed from teacher to pupil, and then discussed and digested. These subjects are not given fuzzy monikers ending in the word 'skills', but they are called history, biology, music, mathematics, and so on.<sup>7</sup>

Facts are not redundant in a society where there are more doctors than management consultants, more teachers than entrepreneurs: accountants need a knowledge of maths, midwives need to know biology, and mechanics need to know some laws of physics. Factual knowledge for its own sake – scholarship devoid of immediate social, economic or political application – is not as odious as its critics suggest. Indeed, learning about the best that has been thought – and those by whom it has been thought – should provide the foundation of a 'good' education.

It provides the basis for liberal educational theory in which pupils look beyond themselves and their immediate social and economic needs. They are exposed to knowledge, whether or not this knowledge has immediate, applicable, tangible benefit in social engineering or healing society's ills. In this way, pupils are introduced to what Oakeshott calls 'a boundless sea', on which to 'stretch one's sails to the wind'. He argues that one achieves humanity, not merely by the act of being born, but by 'growing' through participation in the 'conversation of mankind'.<sup>8</sup>

Iris Murdoch agrees that this is how one achieves 'freedom', defined as 'an appreciation of what the greatest human beings have achieved; a liberation from the tyranny of the majority view; a release from the monotony of the quotidian'.<sup>9</sup> Pupils – especially young pupils – have a necessarily limited frame of reference, one often determined by fashion. It is the duty of teachers, and one of the main pleasures of teaching, to expand this frame of reference and counter the poverty of unambitious self-reference by imparting subject knowledge.

Sometimes this knowledge will be difficult to understand, and often it will have nothing whatsoever to do with the exigencies of the marketplace. Neither of these things should be deterrents; both positively challenge pupils' existing assumptions and transport them beyond (giving them freedom from) the



Matthew Jenkinson

mundane. One of the reasons that teachers become teachers – and good teachers become good teachers – is that they do not wish to be confined by what is ‘relevant’ as defined by a turgid bureaucracy or political imperatives: that which enables one to make money or to get to the supermarket and back without being distracted by that which might be challenging or interesting.

It is not anachronistic to suggest that education should not just be about producing future contributors to the economy. And it is depressing to consider the potential trickle-down effect into the mentality of the school curriculum of Lord Mandelson’s myopic plan to reduce some university courses to two years, instead of three, to get young adults functioning in the marketplace as soon as possible, and, presumably, to stop them reading books at their relative leisure.

Education is more than training someone for a particular, usually economically beneficial, task.<sup>10</sup> The driving force should be learning for its own sake: the acquisition of personal learning skills and the production of tomorrow’s citizens should be beneficial by-products.

Both ‘progressives’ and ‘traditionalists’ agree that a beneficial result of a ‘good education’ is a pupil’s introduction to, and subsequent healthy participation in, our liberal democracy. The difference arises when we consider how this is achieved. In crude sum, while ‘traditionalists’ believe that it should be ‘caught’, ‘progressives’ argue that it can be taught – hence National Curriculum citizenship lessons.

But taught how? It is naïve to suggest that all social ills will be healed if classrooms are miniature democracies and pupils sit through tick-box lessons in civic responsibility (‘responsibility’ defined by the government). If notions of appropriate behaviour, of right and wrong, are embedded rather than artificially transposed onto the curriculum, there is a greater chance of them being taken for granted, in a positive sense, and effectively communicated.

Skills and responsible citizenship are learnt through a traditional curriculum, engagingly taught, and a well-run school based on participation, mutual respect and the nurturing of diverse talents. They come from learning about the successes and mistakes of great (and less great) examples, from continuing the engagement in the conversation of mankind, from reading *Paradise Lost* or learning about quadratic equations, from learning ‘something that endures through changing conditions like a solid rock standing squarely and firmly in the middle of a raging torrent’.<sup>11</sup>

They do not require artificial, separate timetabling with a buzzword or neon sign. Nor do they require restrictive educational brainwashing, obsessive ‘personalisation’ in learning, unambitious ‘facilitation’, and effective abrogation of responsibility for learning from teacher to pupil when the teacher should know better.

Formal instruction remains an important part of the liberal philosophy of what constitutes a ‘good’ education, of continuing the conversation between living and dead. This is not to suggest that all other educational techniques are rejected and didacticism by mortarboard and gown is ordained as the only worthwhile method of teaching.

Instead, a teacher gauging the needs of pupils and leading them through new subject knowledge leads to a ‘good’ education, so long as this includes: hinting, suggesting, urging, coaxing, encouraging, guiding, pointing out, conversing, instructing, informing, narrating, lecturing, demonstrating, exercising, testing, examining, criticising, correcting, tutoring, drilling and so on.<sup>12</sup>

Teachers should not just be mere ‘facilitators’ in the limited sense that they allow pupils to identify their needs and then help to meet them by setting up group activities. First, this runs the risk of unconfident pupils setting their sights lower than they can actually achieve, or overconfident pupils overshooting and wasting vast amounts of time in confusion and its subsequent reduction in self-esteem.

Secondly, teachers’ authority is earned in part – though by no means solely – by demonstrating that they know something worth knowing, for enjoyment as well as utilitarian edification. If they become glorified babysitters, they are rarely called upon to show that they know something and responsibility for learning and its progression is abrogated to increasingly nonplussed pupils. A systematic reduction in teachers’ authority and, thus, class discipline will follow.

Thirdly, pupils would be denied the inspirational sight of someone who knows their stuff bouncing around the room and enthusing their charges with knowledge (useful or otherwise) they did not previously have. In the same way that the acquisition of factual knowledge can lead to pupils’ ‘freedom’ from their own limited frame of reference, an education based on a teacher leading their pupils through something previously mysterious and unknown is a ‘good’ one, so long as that teacher stretches and supports those pupils as necessary. That is where the thrill of education resides, for both educator and educated.

A ‘good’ education is one that is pupil-focused rather than pupil-centred. Of course, the pupil is a crucially important component of the educational enterprise and the needs of every pupil in the classroom should be considered when planning and executing lessons.

But this should not lead us to exaggerate pupils’ capacity for self-analysis and direction, while concomitantly suggesting that teachers become more and more peripheral as pupils set the agenda: either by taking an educated (or uneducated) guess at the level at which they should be learning, or by demanding that every stage of their educational development be entertaining or socially and economically ‘relevant’.

*Matthew Jenkinson in head of English and history  
at New College School, Oxford.*

## References

- 1 Alan Bennett, *The History Boys* (London, 2006), p 107.
- 2 Chris Woodhead, *A Desolation of Learning: Is This the Education Our Children Deserve?* (Stroud, 2009), pp 59, 132.
- 3 *ibid*, p 3.
- 4 *ibid*, pp 38, 46, 79.
- 5 Perhaps independent ‘thinking skills’ are honed even before the pupil walks into the classroom, as they attempt to discern what these buzzwords all mean. Cf. Woodhead, *Desolation*, p 36.
- 6 Chris Woodhead, *Class War: The State of British Education* (London, 2002), pp 51-2.
- 7 Michael Oakeshott, *The Voice of Liberal Learning* (New Haven, 1979), p 60.
- 8 Oakeshott, *Voice*, pp 127-8
- 9 Cited in Woodhead, *Desolation*, p 201.
- 10 Woodhead, *Desolation*, p 46.
- 11 J. Abner Peddiwell, ‘The Saber-Tooth Curriculum’, adapted from H.R.W. Benjamin, *Saber-Tooth Curriculum, Including Other Lectures in the History of Paleolithic Education* (McGraw-Hill, 1939).
- 12 Oakeshott, *Voice*, p 70.

# Independent? Only just

Peter Cantrell believes it is time to remind ourselves of what education is really about



Spring may have arrived, but the ‘green shoots of recovery’ cliché seems, mercifully, to have been expunged from the political lexicon – for the moment, at least. About education, however, there have been some welcome signs of fledgling vigour. There have been murmurings from an education spokesman of a willingness to regenerate A levels by ending modular assessment, and Dr Anthony Seldon – author and Master of Wellington College – has recently criticised the rigidities of the National Curriculum, the influence of league tables and the failure of ‘teaching to the test’ to inspire pupils and teachers.

It has not always been thus. The private sector is guilty of having meekly acquiesced over the last 20 years in fostering a ‘culture’ within schools that is far from humane, liberal or holistic, and in doing so has acted against its deepest instincts and traditions. The term ‘independent’ is in danger of becoming a misnomer.

One particularly pernicious aspect of this anti-culture is the mania for monitoring and the ‘target-setting’ that is central to it, because it encourages the idea that learning is as inexorable as the crow flies forced route march towards a destination defined entirely in terms of grades. The route is without interesting deviation or diversion, and to accelerate the progress towards the targeted grade outcome, the exam boards provide minutely prescriptive ‘specifications’ with detailed and explicit ‘assessment objectives’, adherence to which is the requirement

for success. Accompanying the student to ensure compliance with the approved direction of travel will be a carefully tailored coursebook manual, obviating the need for further research, wider reading or personal engagement, while guaranteeing success for those who dutifully follow instructions rather than think for themselves or argue with others. It is all about arrival at the destination, not about the experience of the journey, a metaphor beloved of reality show contestants, but one that nonetheless enshrines a truth in relation to education.

Sophisticated school management software is increasingly used to allow the pupil’s line of progress towards the target to be monitored and for statistical data to be generated that will be scrutinised by the inspectorate – whose job it is to police a system designed to produce ever improving grade outcomes.

Sadly, but predictably, the real result of such an approach to learning is a contraction of the minds of all involved: a sclerotic narrowing of the arteries that serve the imagination and the intellect. It is an approach that is profoundly at odds with the true ethos and humane underlying principles of independent education, which are essentially concerned with nurturing the growth of the whole sensibility.

Pupils themselves are dissatisfied and feeling short-changed. No wonder that a north London schoolboy complained to our

## HERE & THERE

If you have news of topical interest, however brief, for ‘Here and There’, please email it to Dr Stephen Coyne at [head.kingsmac@rmpc.co.uk](mailto:head.kingsmac@rmpc.co.uk). Items should not exceed 150 words. Good colour photographs are also welcome.

### Bear-faced cheek!

A consignment of 240 teddy bears has arrived at Stonyhurst College, thanks to Harrods and a student’s bright idea. John Golden, a sixth-former, is raising money for the Lancashire school’s Children’s Holiday charity, which gives disabled and underprivileged children a holiday each summer.

John emailed major stores to ask if they could make a donation. Harrods was the only one to reply, offering 20 of their teddy bears. When asked if they could spare any more, they increased this to 240! Luckily, they sold very quickly.

Every year, sixth-formers and staff at Stonyhurst College run a holiday week for local children with special needs, giving them a great time and their parents much-needed respite. Money for the holiday is raised throughout the year by pupils to cover the cost of food and trips to Chester Zoo and the Lake District.



*Stonyhurst fundraisers, from the left, are Michael McCullough from Garstang, John Golden from Glasgow and Henry Taylor from Hampshire.*

political leaders in one of the televised General Election debates that he and his peers were 'over-tested and under-taught', wanting to know what remedies they proposed. The answers were vividly unmemorable. Yet, as Dr Seldon reminds us, 'No area of public life is more important than education to prepare people to live meaningful, productive and valuable lives.'

So it is to be hoped that other leading voices from private schools will feel emboldened to challenge the orthodoxies that have prevailed for far too long, constraining creativity and stifling the spirit of learning itself.

What is needed is a radical change of heart whereby the government ceases to micro-manage schools, invests more trust in teachers and grants them greater freedom to use their

intelligence, discretion and resourcefulness. The National Curriculum needs to be simplified and slimmed down, without coursework or 'controlled assessment' (coursework's latest incarnation), without modules and oppressively prescriptive syllabuses and mark-schemes. The quango that is the Qualifications and Curriculum Authority should be abolished, and the whole inspectorate model subjected to rigorous re-examination to detoxify it of bureaucratic and political pathogens.

Then, it might just be worth talking once more about the 'green shoots of recovery' in the world of education. Or maybe not.

*Peter Cantrell is head of English at Sherborne Girls.*

## The future of inspection?

Bernard Trafford asks whether there is one

In the last edition of *C&CR*, Ian Power questioned the current over-inspection of independent schools. He looked to a future where regulation might be hacked back and speculated whether the next cycle will resemble the first, with time-consuming but thorough inspection of teaching and scrutiny of individual departments.

I think our schools neither want nor need any such return. Those days, when inspectors camped in departments for two to three days, certainly moved our schools on. But we've been there, done that – and paid vast sums for the T-shirt! Schools must be allowed to get on with the job of education, not be forced to *prove* that they're doing it.

Those who want inspectors to concentrate on observing lessons hope for too much. Even if inspectors spent all their time in classrooms, they could still only sample teaching or, rather, learning.

Currently, it is arguable that a time-consuming, costly and stressful inspection system serves only to tell schools what they already knew about themselves. Why not accept that fact and leave it all, including classroom observation, to the school? Self-evaluation is the only sensible way forward, with the inspectorate providing a check and validation of schools' own judgements.

I'm unconvinced by arguments about 'proportionality'. It's suggested that schools whose exam data demonstrates that they are performing well should be less inspected than others. It's a comforting thought, but serves to underline still more strongly the wrong-headed vision of inspection as intervening and sorting out poor performers. It does nothing of the sort. To me, this confusion of purpose simply demonstrates that we don't really know what inspection is for. Maybe we never did.

Why *do* we have inspection in 2010? For nearly 20 years the mantra has been *accountability*. Schools and school leaders are indeed accountable, but their accountability is multiple and complex. Schools are accountable to the children, for whom the school exists, and to their parents: for independent schools the accountability arguably stops there.

Maintained schools have other areas of accountability: to their local community; to government as paymaster; to society as a whole. The layers and levels of accountability are complex, yet our simplistic and quasi-disciplinary inspection system claims to



*Bernard Trafford in statesmanlike mode.*

assess them all. If it was ever appropriate, it isn't any longer.

Even if we accept accountability as the reason for inspection, what does the process actually do? Ofsted inspects standards, but arguably it acts more as the enforcer, checking that the government's agendas (healthy eating, safeguarding, H&S *etc*) are being followed. ISI, too, gets sucked into those fringe, not strictly educational, areas.

Ofsted's pass/fail approach tends to encourage compliance and perverse incentives, rather than creativity or genuine commitment to quality for its own sake. In our sector, even for the strongest schools, because the stakes are so high inspection is an ordeal to be survived and hopefully passed, rather than any kind of useful professional conversation or contribution to improvement.

Data-driven inspection is simplistic, misleading and, given the impact and consequences of failure, unjust. Reliance on raw figures on grounds of rigour is spurious, while for our schools cross-sector comparisons are frequently invidious.

There is devilment in the language, particularly adjectives. Independent schools are troubled by ISI's use of 'excellent', which appears harder to get than Ofsted's 'outstanding'. Meanings become loaded and true description is now outlawed: inspectors and schools alike are required to stick to a limited vocabulary and, as a result, reports are drearily bland.

With ISI we are spared a single overall judgement, unlike our maintained colleagues, but we nonetheless home in on one key descriptive word for each aspect, which is derived from inspectors' grades 1 to 4. Is our teaching 1 or 2, excellent or

## Looking in

merely good? High stakes again. Simplistic judgements should be unnecessary in an intelligent system.

The inspectorate should act as a mentor, not to the Head but to the school as a whole. Then critical comment need occur only when a school's own analysis fails to recognise a weakness, when professional dialogue with the inspectorate produces no agreement and an inspector is reluctantly obliged to note the disparity of views.

It's easy to criticise, but hard to say how it should be done. I'm prepared to try. If we answer the hard questions above, and agree

## HERE & THERE

### Loretto Pipe Band and Sir Paul McCartney in concert



Members of the Loretto Pipe Band, joined by four members of the East Lothian Pipes and Drums Trust, accompanied Sir Paul McCartney at his first Scottish concert in 20 years on Sunday, 20th June at Hampden Park, Glasgow.

They performed the iconic *Mull of Kintyre* with Sir Paul to a crowd of 50,000. Afterwards Sir Paul commented on the band's performance: "The pipe band were one of the best we have ever had."

The show featured typically diverse music from all of Sir Paul's unrivalled career, with songs from The Beatles, Wings and his solo work, including tracks from The Fireman's 2008 album *Electric Arguments*.

"Sir Paul's endorsement is the ultimate accolade for the Loretto Pipe Band. The band has been very busy recently – just this term they have performed at Edinburgh Castle, at the start of the Edinburgh Marathon, Holyrood Palace, and at Lord's Cricket Ground during the recent England v Bangladesh match. This concert was the icing on the cake – what a once-in-a-lifetime opportunity for the Loretto pupils," said Jonathan Hewat, director of external affairs at Loretto School.

what sort of accountability is required and to whom, and how inspection fits in with all of it, I'd propose the following principles for independent school inspection:

- Regulatory standards for teaching, welfare, personal development *etc* should not be part of the same regulatory check list as floor loads, toilets and safeguarding. If government wants regulatory compliance checked, it should use an audit process that leaves teachers free to teach.
- Schools should evaluate themselves, but only on the central core elements of education. Such evaluation must not turn into a laborious bureaucratic process: school leaders as much as teachers must be allowed to spend time creating, inspiring, walking the patch.
- The inspectorate should behave as a mentor. A small team visits the school, samples teaching and learning, and holds a professional dialogue with the school leadership team.
- Data must be considered in context: that demands reality, and does not furnish excuses for underperformance.
- Progress is acknowledged, challenges outlined, future planning analysed.
- There should be no 'report'. Inspection must be a validation process where the school's own annual self-evaluation of key issues, published on its website, is commented on by the inspectors: their comments are also published. Any relevant parent and student surveys are included here, but the Self-Evaluation Form (SEF) must not be allowed to grow again into a sprawling 55-page monster.
- Where need for improvement and appropriate support is not recognised or accepted by the school, the inspectorate should deal with the appropriate Heads' association (as at present) and government department as/if required. However, required publication of the inspectors' comments on the school's website may prove the more powerful driver of change.
- Inspectors should be drawn from excellent current or recent senior teaching professionals, as at present (for the most part) in ISI.

We have passed the time when inspection teams needed to burrow into schools looking for problems. If independent school inspection is truly to 'help good schools to get better' (HMC's claim in the early years), its new role should be merely to validate from time to time a simple, non-cumbersome regular process of self-evaluation shared publicly with parents and other stakeholders via the school's website.

That's if we want inspection at all. There may be – must be – a better way. This is just one person's view, and no one has to agree with me! But we might do well to start with accountability, sort out the underlying principles, and stop tinkering with a process that we risk perpetuating just because we've done it this way since 1994.

Perhaps HMC, ISC and ISI itself can persuade the new government to back off and release us from the grip of Ofsted and compliance. Then it must surely be possible in turn for sector-wide consultation and open-minded negotiation to devise something better. The current system turns somersaults to satisfy Ofsted, but fails to satisfy the schools that pay for it. It's time to end it.

*Dr Bernard Trafford is Headmaster of the Royal Grammar School, Newcastle upon Tyne. The views expressed are personal.*



# HMC's AGM, 22nd to 23rd December, 1910

Geoff Lucas ponders our predecessors' preparations for Christmas

No! It's not a misprint. This is, indeed, an article about HMC in 1910 (not 2010). When I first took up my post as Secretary of HMC in September 2000, I set myself the goal of reading all the minutes of HMC's annual meetings (nowadays, the annual conference) from 1869. I got as far as 1876 and then the demands of the job, including writing minutes of my own, took over. This year I decided to have another go and picked 1910 to see how HMC was faring 100 years ago.

In those days, of course, there was only one main meeting each year, which always took place in December, traditionally in the school of that year's Chairman. In December 1910, it took place at Eton College and spanned two days, Thursday 22nd and Friday 23rd December.

Some things were different in 1910. The annual subscription, for example, was two guineas, but the 'Committee shall have power to reduce this amount if they think proper', a power which contemporary treasurers are unlikely to exercise!

Back in 1910 and, in fact, from the earliest days of HMC, there was still a commitment to involving assistant masters in HMC's affairs:

'One or more copies of the Agenda for the Conference Meeting shall be supplied for the use of Assistant Masters in every School represented on the Conference in sufficient time to give them full opportunity of communicating with their Headmasters upon the subjects to be discussed at the Meeting.'

The spirit of *Conference & Common Room* was clearly alive and well, even before the publication had come into existence. Another procedural aspect of committee business was the limit on speeches:

'The speeches of the proposer and the first opposer of any resolution shall be limited to fifteen minutes, other speeches to ten minutes, and the proposer shall be allowed five minutes to reply; but it shall be in the power of the Conference, on the motion of the Chairman, to reduce or increase the time allowed for speeches.'

This could well be something many of today's members might be keen to re-instate!

A glance at the sub-committees that existed in 1910 is also instructive. At that time there were just four standing sub-committees:

- i. Parliamentary Questions and procedure
- ii. Questions relating to the Universities

- iii. Public Examinations
- iv. Professional Questions

The last three of these are reasonably familiar; the first, a reminder that HMC was established, back in 1869, as a 'league for defence' to oppose government legislation at that time. Almost a 100 years later, in 2007, HMC effectively re-established this sub-committee in the form of the 'Public Affairs and PR Group'. The remit of the first of these was short and simple, and a model of single-mindedness:

'The Parliamentary Sub-Committee shall consider all matters connected with the initiation and progress of any legislation affecting Secondary Schools.'

'HMC Enterprises' (although not called that) was also alive and well in the early years of the 20th century. HMC was the happy recipient of some £200 from the Public School Hymn Book Committee. The Common Entrance Exam (that remarkable survivor that, even today, contributes not insignificantly to HMC's coffers) brought in a cool £250, more than the total subscription income (some £239) and almost a third of HMC's entire annual income.

While HMC was clearly thriving, financially, it was not lacking in a spirit of generosity. A collection of £21.15s was taken for the Lancashire Mining Disaster and the Chairman asked for "a vote of condolence and hearty sympathy with the survivors of the terrible colliery accident at Bolton, and with the friends of those who have been killed".

So far as the business of the day was concerned, the committee's agenda contained a predominance of items to do with the curriculum, examinations and university entrance. There are some interesting juxtapositions, when, for example, on the first day an item on 'Pensions and Salaries' is followed by 'The Teaching of the Bible'. Head Masters of the day (and these were all men, of course) moved effortlessly between the material and the spiritual and back again.

And, of course, no HMC meeting would be complete without a reference to parents and litigation. What looks to me to be an early discussion of 'parental contracts' was triggered by two lawsuits in which the Headmasters concerned had refused to receive boys back to the school 'unless there was a submission to the rules of the school'.

The offence in one case was lying, and in the other, the Barbados case, going to the races 'when there had been a distinct intimation to the boy that there would not be a holiday'. Here the Chief Justice of Barbados actually said that he regarded the Fifth

## Looking in

Commandment as putting the father's rights above the Headmaster's and gave judgement for the parent against the Headmaster and the governing body.

A resolution was then passed that committee should prepare, for discussion at the next conference, 'a typical form which may be recommended for adoption as the Contract accepted by parents on sending their boys to Public Schools'. The minutes continue:

'Dr McClure seconded the resolution. He said that the Headmasters' Association had for many years past advised Headmasters to insist on having a printed form of contract (stamped with the sixpenny stamp), in which the parent signed a declaration that he had made himself acquainted with the contents of the Prospectus and with the Rules of the School, and that he agreed to be bound by them.'

Finally, no HMC annual meeting would have been complete without a dinner and a high-level speaker. The Annual Dinner in 1910 was addressed by Rt Hon Walter Runciman MP, President of the Board of Education. Two themes stand out in his address; in terms of content (if not style) both could have come straight from this year's annual conference in London. The first is inspection:

"The most serious fear which still exists amongst head masters and others connected with the Public Schools is that if all Public Schools are inspected by Board of Education Secondary Inspectors there are dangers of producing a uniform type.

"And when I am asked the question, half in fear half in scorn: 'Are we to bring all the schools of England into one mould, shaped, directed, regulated in rigid uniformity?' I reply to that – to attempt the task would be a reckless perversion of national duty; it would be foreign to the spirit of our race; and if a Public School had a soul it would destroy that soul. Uniformity is impossible, and if it were possible it would certainly be disastrous!"

Put into a modern context, this sounds much more like Michael Gove than Ed Balls! Let's hope the new coalition government is, in this aspect of government policy at least, traditional in its approach.

The second theme is the importance of independence and of school leaders in promoting and protecting it. Concluding his address, the President of the Board of Education paid tribute to the 113 members of the Head Masters' Conference seated in front of him:

"You at least know that a great school can best be built up by a great Head Master, and a great Head Master cannot do his work except with freedom. This profound fact is not yet universally understood by local administrators, and in persuading them of its truth and importance, especially at a time when secondary schools under their control require the best service and spirit of Head Masters of wisdom and individuality, I look to you as leaders of the teaching profession in this country for your support."

Much may have changed in the last 100 years but much remains the same. It would be interesting to know whether, some 100 years hence, someone, somewhere, bothers to look back to the year 2010 to see what concerned us in the early years of the 21st century.

Next time I'm faced with writing yet another set of minutes, from yet another HMC Committee meeting, I will be spurred on by this very thought.

*Geoff Lucas is the (current) Secretary of HMC.*

## HERE & THERE

### Rebecca bound for the US



King's School in Macclesfield athlete Rebecca Craigie is in seventh heaven after winning the Cheshire Schools' Cross Country Championships for the seventh successive year.

Rebecca, 18, also won the Cheshire Clubs' Championships and was fourth in the English Schools' cross country. Recently she ran for a second time for England under-20s at Mansfield in the home international series. Her continuing success has seen Rebecca win a top scholarship to Duke, a leading American university in North Carolina.

Rebecca, who gained ten A\* grades in her GCSEs and presently is studying mathematics, chemistry, French and economics in the King's sixth form, will study a liberal arts degree in the US.

She cuts a familiar figure running for ten hours every week around her home in Alderley Edge.

# The Roman Spring of Mr Mobs

Our vital old ace becomes a granite beak in the Eternal City, petrified by young enterprise and volcanic lava

“Mr Mobs sir! Headmaster! Wake up, sir! Excito!”

Anita Ekberg’s smile faded and became the nylon rucksack from which I raised my head. The actress would have to wait until I dozed off again before we could sport once more in the cooling waters of the Trevi.

“What is it Margaret?” I squinted up at the Departures board. “Have we got the all clear? Is the ash cloud gone?”

“Some days you are the bug, sir, some days you are the windscreen. We remain the bug.”

“That’s a *no* then.”

I rubbed my eyes and stared at the multitude of aimless souls around me, unable to cross the Styx.

“Hang on, Margaret. Just a minute. Why have you woken me? Why would you want your Headmaster to have his eyes open when you’ve got all of Rome airport at your disposal?”

“Well sir, firstly I believe you were unwittingly about to tell the entire terminal that Mrs Mobs could not hold a candle to the alabaster skin and transcendental allure of...”

“Yes, all right. What else?”

“I believe a clean desk is the sign of a cluttered drawer and I never underestimate the power of stupid people in large groups.”

“You mean the pupils are behaving extraordinarily well when they should be stir crazy, that the terminal’s too quiet and therefore they’re up to something. Why on earth can’t you speak plain English, Margaret?”

“A brook would lose its song if God removed the rocks, sir.”

“And why exactly are you grassing up your chums?”

“Because, sir, if you are fired, a new and able Head might pull tomorrow’s cloud over today’s sunshine. Look sharp, sir.”

I hared off down the Eternal City’s terminal building, with Margaret’s nonchalant afterthought acting as the breath of Aeolus: “Don’t worry sir, it’s not so bad. It’s only 99% of your school’s children that give the rest a bad name.”

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It took a while to find the slave auction, but by the time I did, a large crowd of stranded but appreciative tourists had gathered by Gate 23 to buy the dashing new art teacher, Mr Pettigrew. Pettigrew, drunk and shirtless, was jangling his earrings every time a fresh offer was made, while the deputy head boy stood by and orchestrated the bidding in three languages. He beamed jauntily at a severe, heavily tattooed lady from the Ukraine.

“Would you care to make an offer for this feisty son of Mars, madam? Come, appease the wrath of Vulcan with your *denarii*, that we may soothe the Vesuvius of the northern wastes and see our fertile homelands sometime soon. Shall we start at 200 euros?”

Exhausted from hurdling the sleeping families who clogged the terminal, I knelt at the feet of the wretched teacher and panted my exhortation.

“Pettigrew, for pity’s sake man. In the name of reason, put your shirt on and come with me. I’ve seen what they can do to

a man. Sober up and get out of here.”

“Volcanoes in Iceland, Headmaster,” giggled Pettigrew. “Whatever next? Earthquakes in Asda?”

Ominously, I then heard Benson, the deputy head boy, intoning something in sonorous Latin.

“What did you just say, Benson?”

“Me, sir? I said: ‘All hail the weeping father of the slave’.”

“What? How dare you suggest I’m old enough to be Pettigrew’s father. Now look here, Benson: in case you haven’t noticed, not even the youth of today are allowed to get teachers drunk and then flog them off to bored tourists.”

“We have enough youth, sir: consider me the fountain of smart. I’ve already made 120 euros from Mrs Mortlake.”

“You’ve sold Sharon Mortlake? But who on earth would buy her? I’ve been trying to palm her off for years.”

Benson nodded in the direction of a small, bespectacled gentleman who was escorting the inebriated immensity of Mrs Mortlake to a distant lounge.

“I can only suppose every Noah takes termites on his ark, sir.”

“I am Spartacus,” wept Pettigrew unhelpfully.

“No you’re not, Pettigrew. You’re a moron. All right Benson, what will it take for you lot to stop selling Mr Pettigrew and get Mrs Mortlake back?”

“Well sir, I reckon Mr Pettigrew would have broken the 300 barrier, and if you add that to Mrs Mortlake’s price – plus recovery fees of course – you’re dividing 500 euros between us and turning your back for a couple of hours while we visit the terminal bar. In return, you leave *Urbs Sacra* with reputation intact.”

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Fifteen minutes later and 500 euros poorer, I laid my head back on the rucksack and closed my eyes. The Trevi fountain burbled as before but now Anita Ekberg waved at me from afar while sitting at a bar, laughing with the sixth form.

I felt a tap on the shoulder. It was the chairman of governors. He threw me a net and trident, and I walked onto the sandy floor of the Colosseum. Ash fell from a technicolour sky while a multitude of pupils and parents bayed from the amphitheatre’s seats. Suddenly, all fell silent. Alone, in the middle of the arena, I waited for the giant metal gate to open.

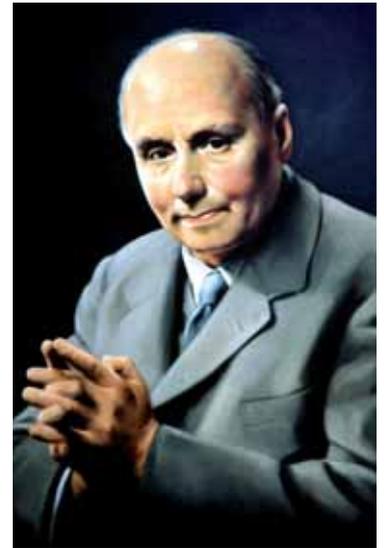
Nobody said “Wake up, sir.”

*Roger V Mobs is fond of bread but less fond of circuses.*

Looking out

# Surviving appendectomy and other maladies

On 13th November, 1963, the newly-appointed and youthful Headmaster of Ellesmere College introduced the legendary Kurt Hahn to his common room. The talk, delivered in Hahn's distinctive speaking style and recorded on a tape machine of the day in a distinctly resonant room, has recently been transcribed by that Headmaster, Ian Beer, and there follow some edited selections from the text



*Kurt Hahn*

First of all let me dispel the notion that I am an original educational thinker. Prince Max of Baden, the Father of Salem, met an American passing through his schools, so very beautiful to look at, wonderful scenery, and beautiful old castles, who asked him: "what are you proudest of in these new beautiful schools?"

Prince Max answered: "I am proudest of the fact that if you go the length and breadth of these schools you will find nothing original in them."

The American looked aghast and said: "but oughtn't you to aim at being original?"

It's in education like in medicine – you must harness the wisdom of 1000 years. If you ever come to a surgeon and he wants to take out your appendix in the most original manner possible, I strongly advise you to go to another surgeon.

We stole from everywhere, he added, from the Boy Scouts, the public schools, Goethe and Plato.

Current educational thinking is divided into three schools.

First, the complacent – the trade union of peace of mind preservers. They think everything is splendid with the young, their humour, their immediacy, the things they think wrong with the adult world. They encourage the young to talk about the values of the adult society with contemplative pity.

Parents who have been influenced by this school negotiate with their children as if they were a foreign power. They never contradict them but, the wonderful thing is, children are not

always grateful for this treatment. I remember a boy of 13, who had always been asked his opinions by his parents, telling me: "Mr Hahn, I am worried about my dog, because he is with my parents and, as you ought to know, they do not have much educational talent."

The members of the second school of thought love the past and think everything is wrong with the young. They long for the days when the Headmaster of Eton could say to his sixth form, 'be pure in heart my boys or I will flog every one of you.'

I belong to a third school. I believe the ills of modern youth are grave but curable. Education has a remedial responsibility today. We must not only train the young to live in this world, we must heal certain maladies that affect them. I am convinced that the state of the young today throughout the western world gives rise to great anxiety but also to greater hope.

We must realise that the young today are surrounded by all sorts of seductive dangers: a decline in fitness due to modern methods of locomotion; a decline in care and skill due to the weakening position of craftsmanship; a decline in self-discipline due to the ever present availability of tranquilizers and stimulants; a decline in memory and imagination due to the confused restlessness of modern life; and finally, above all, a decline of compassion, which William Temple called spiritual death, due to the haste with which modern life is conducted.

Let me give some examples. Of the first – a recent survey of 4000 healthy teenagers in New York of whom 56% could not



*Rescue, not war.*



pass the annual fitness test. The decline in skill and care owes much to the philosophy of slapdash – a favourite of the young today. I remember one day when a boy at Gordonstoun produced an extraordinary shoddy piece of work and I was very angry and said he should be ashamed of himself. He said, with raised eyebrows: “it is the genius of the British race to muddle through”. I believe he genuinely thought he was contributing to the genius of the race.

A good example of the decline of self-discipline came from a very important professor and educator, I will not tell you the name, who turned to me and said fiercely: “do your boys enjoy running, jumping and throwing?” And I said to him: “do you enjoy brushing your teeth?” “I don’t enjoy it and I don’t do it.”

The decline of memory and imagination brings about the absence of those pauses which allow us to look ahead or dream. There was a famous banker who on his deathbed gathered his five sons round him and gave them the following admonition: “Never tell lies, my boys, your memory is not good enough.” Contemporary politicians in Germany have a very bad memory and a great temptation to operate within an economy of truth.

But the worst decline is the decline of compassion. I learned a lesson about that in my own experience which I will never forget. In August 1945, I was one of the first civilians to go to Berlin where I stayed with a true Good Samaritan. Again and again he visited East Germany and risked his life to save people who were in terrible danger.

The Russians had invaded the country with an irresistible urge to take revenge for what they had suffered. He said to me: “I want you to go to the railway station, the big station, in Berlin and to see what happens there with the refugees arriving in cattle trucks.”

I faltered and said to him: “I really can’t ... those terrible things that happened there.” And he said: “I don’t allow anyone who comes here from Britain to visit me in Berlin and to stay as my guest to leave Berlin without taking away the memory of what happens there.” So we went.

The response of the young is to be lawless, or listless, or angry (though I prefer the word cantankerous) or, finally, sceptical.

As to the lawless, the statistics are certainly frightening, but I am not worried about their numbers. I am worried about the magnificent raw material that is opened to crime by the lust for gain and pleasure and power. On the other hand, the listless are, in a way, more dangerous than the lawless. They obey the law not from virtue but from lack of enterprise. What disqualifies them from becoming enterprising and resourceful criminals also cripples them as active citizens.

I remember one ‘cantankerous’ Cambridge undergraduate sent to meet me by William Deedes. At every corner he had clashed with authority. He had been to a very traditional public school and wasn’t an athlete. As a result, he said: “I suffered the misery of unimportance.” The challenge for us as educators is to spare this misery not just to the exceptional few but also to the average ones. There is excellence in everyone. I am convinced about that.

I remember a wonderful old director of studies in Salem. Like Garibaldi, when he was angry his dark blue eyes grew black, like a lake in thunder. At one senior common room meeting of masters, about 70 of them, one said: “I have no faith in this boy.” And the director of studies got up, his blue eyes grew very black, and he said in a hoarse voice: “then you have no right to educate him.”

I believe education can overcome these evils. I have no illusions about the difficulty of the task, but education can do it if it widens and deepens its responsibilities and if it takes upon



itself the task to transmit into the life of the young incentives to face adversity, to help their fellow men, to restore compassion. I believe every school can introduce the preventative cures that I would now like to outline.

First of all, set aside at least 30 to 40 minutes at which boys and girls can run, jump and fall and to do so at a leisurely pace – not forced, there must be no active atmosphere. We must aim to create fit people, to cure physical illiteracy and bring every boy and girl to a standard good enough to bring self-respect.

If you have a set of standards, as we did with the Moray Badge or now with the Duke of Edinburgh’s Award Scheme, it is so very easy to encourage a boy or girl to develop their strength and also overcome their weakness.

One great advantage is that you can attach certain training conditions, such as maximum effort and no smoking during the training period. In the light of medical evidence, allowing boys to smoke in a special room is totally wrong. This practice, allowed in Germany and Scandinavia, is creeping gently into this country, but the Society for the Prevention of Cruelty to Children has already forbidden it.

There is not only the danger of lung cancer, but, since the adolescent is in danger of becoming a chain smoker, there is also the danger of addiction, not just to nicotine but to the ever available tranquilisers and stimulants. Doctors are tremendously



alarmed at the increase of sleeping drafts and I am quite sure that barbiturates cannot replace the balm of quiet minds.

The second corrective cure is the expedition. Expeditions, you know, are not always enjoyed by boys. I remember one boy who went on an expedition to the Shetlands in which they experienced

three gales. When he came back I asked him how he had enjoyed himself. He said: "magnificently, except at the time."

The third element of the corrective cure is the project, which can take many forms – exploration, research, music or painting. It can be guided by staff, but it must have a target which can only be reached by patience and tenacity.

Finally, one great discovery we made at Gordonstoun was the effect of the rescue services – coastguard, fire and mountain rescue. William James challenged statesmen to find a moral equivalent of war – 'a longing to prove yourself to a common cause, or prove yourself in testing occasions.'

This peaceful challenge – rescue not war – releases the highest dynamics, as many schools and voluntary organisations can confirm. I shall never forget how our watches, during coastguard duty at Gordonstoun, stood and watched on stormy nights and looked into the distance lest a vessel in distress released a signal flare.

Now, while these rescue services are, of course, voluntary, other activities are not. I do not ask a boy whether he enjoys jumping, running or throwing. I do not ask if he wants to go on expedition. I do not ask him whether he would like to do a project. All of this is part of the timetable and it is here that I clash with the progressive school of education.

A leading journalist asked me: "how can you do justice to a boy's talent?" He was profoundly shocked by my answer – "by chasing him outside." He then asked: "how can we do justice to the introvert?" He was even more shocked when I said: "by creating circumstances that turn him inside out." Then he asked me: "how can you do justice to the extrovert?" and he did not like that answer either – "by turning him outside in".

I hope I live long enough to write the book I should write – *The Book of Failures*.

# "I can." The greatest sentence in the English language

*C&CR* puts questions to Nick Barrett, CEO of Outward Bound



Nick Barrett

**In educational circles, Kurt Hahn is best known for his schools, Salem and Gordonstoun. What took him towards Outward Bound?**

Whilst Kurt Hahn was a Headmaster at Gordonstoun and Salem, it was clear that his prime interest was in the kind of men his school would produce, rather than in strictly academic accomplishment. He made great efforts to introduce his boys to the activities of the community immediately outside the schools and particularly of those engaged in fishing and boatbuilding.

At Salem, Hahn dealt with many children whose health had been damaged by wartime diets. He evolved a scheme of physical activity to overcome this, centred largely around the basic athletic skills of running, jumping and throwing. A 'training break' was set aside each morning and all pupils were encouraged to reach a set of standards. He believed this had

advantages not only as a means to physical fitness, but also in the general development of character.

A scheme of qualification for badges in these skills was set out. To earn this award, boys had to pass athletic tests, as well as simple tests in swimming and life saving; follow a voluntary interest known as a project; and complete an expedition on land or in water.

Hahn also arranged that the badge should be made available to boys in the neighbourhood of Gordonstoun, making use of the school's facilities. It became known as the 'Moray Badge' and Kurt Hahn's hope of seeing the scheme more widely used was not lost on one of his former pupils, giving rise to the Duke of Edinburgh's Award Scheme.

In the Second World War, when Gordonstoun moved from Moray Firth to the Welsh inland location of Plas Dinam, Hahn



rented a boarding house in Aberdovey to allow boys to continue to undertake boat training. Crucial in this was Lawrence Holt, Chairman of the Blue Funnel Shipping Line, who liked Hahn's outdoor education ideas and helped him bring the schooner *Prince Louis* to Aberdovey. Holt offered support to buy the Aberdovey house, provide men for nautical training and indicated they could 'launch the school together'.

Between Hahn, Holt and schoolmaster Jim Hogan (who went on to become its first warden), The Outward Bound Trust was formed. It was intended as a survival school for merchant seamen who might find themselves shipwrecked. Jim Hogan has given his account of this in his book *Impelled into Experiences*.

#### **And did Outward Bound training help merchant seamen survive in difficult circumstances?**

While we don't have any specific examples in our archives, the sea training that was provided at the OBSS was given by experienced merchant seamen who had usually survived hazardous situations at sea themselves. Training consisted of activities such as lifeboat drills, learning ropes and how to handle sail. They would also take out cutters, learn morse and semaphore signalling, as well as being taught the rules of the road at sea and chart work.

The school was also used for certain experiments in survival at sea. Prototype lifeboats were taken out by experienced officers for sea testing, with boys at the school providing the crew. It's safe to assume that the training provided did help men survive at sea.

#### **How did Outward Bound develop after the war?**

After the war, it was felt that the school taught more than just survival skills and that in peace time the Outward Bound programme could be a means of making individuals more independent, more self-aware, more resilient, more willing and better able to respond positively to challenge and risk and to work as part of a team.

Although Outward Bound is about learning through adventure and an Outward Bound instructor has the technical skills to take young people into the wild, the greatest benefits are the 'soft skills' that translate the events of an adventure into lessons for everyday life.

#### **Do Outward Bound alumni keep in touch or encourage others to sign up?**

Our newest campaign, Generations, was launched last November as a way of re-connecting with our past Outward Bound participants. Since 1941, one million people have participated on an Outward Bound course in the UK! We want to get back in contact with them and find out their memories and experiences of Outward Bound so we can share it with future generations and ensure that young people continue to participate on our courses. In doing so, we hope the profile of our organisation will be raised amongst the general public and more people than ever before will support our work.

This campaign has so far been very successful and has ensured that past participants have got back in touch with each other, as a result of shared stories on our dedicated campaign website



[www.outwardboundgenerations.org.uk](http://www.outwardboundgenerations.org.uk) where you can search Outward Bound centres from the past and present by year.

### **How is Outward Bound funded and how does it keep going?**

The Outward Bound Trust is an educational charity. We raise money through the activities of our fundraising team who work to develop corporate partnerships, gain grants from trusts and foundations, organise events and raise funds from individuals. We also have a network of corporate supporters and individual donors who form our Patrons' Company.

All funds raised by our team are used to help as many young people as possible, especially those from financially disadvantaged backgrounds, to have access to safe adventurous experiences through which they can raise their self-esteem, realise their full potential and achieve more than they ever thought possible.

### **Might Outward Bound link up with the new government emphasis on citizenship?**

Over the last two years we have helped to pilot a personal development residential week as part of the National Citizen Service Flagship Initiative.

### **Is there any evidence that the physical challenges of Outward Bound make people better citizens?**

Our research has shown that young people who take part on an Outward Bound course show an increased confidence that is sustained in the long term. In a teachers' survey, 91% said that their pupils' confidence had significantly improved since their Outward Bound course and 86% said that their pupils had also shown a significant improvement in physical ability.

Independent researchers looking into the impact of our courses found out that young people from Battersea Park School, to use a specific case study example, had 'made achievements during Outward Bound trips which created a lasting feeling of confidence which is reflected in family life, such as relationships with parents and siblings'.

Brian, a 14 year-old at the school, wrote: 'I learnt that I needed the support of my friends and myself, and that I needed to help people who needed my help... It made me realise there is a big beautiful world out there, but I ain't gonna get anywhere unless

I stay positive, trust others and believe in myself.'

### **What are the most exciting challenges currently on offer within the Outward Bound experiences?**

We still offer highly adventurous three-week courses in the Scottish Highlands, the Lakes or Snowdonia, just as we did back in the 1940s. These work because they take the individual through a carefully planned process, focusing on both the technical skills you need to push yourself in the outdoors and the personal skills you need to succeed. At the start, individuals build their skills and, by week three, they will be planning a multi-day group journey, camping deep in the mountains each night.

### **How are schools involved in Outward Bound? And how many are?**

In 2009 we worked with 23,183 young people from 379 schools across the United Kingdom. We work with schools and colleges to help them deliver an enhanced learning experience to young people. We regularly run Schools Advisory Board Sessions for groups of senior teachers in schools who use The Outward Bound Trust regularly and who understand the value of our work. They help us to remain relevant to the young people we serve.

### **How does Outward Bound cope with the restrictions of the 'nanny state'?**

In today's society, many young people live in their comfort zones – usually at home where it is warm and cosy and they are never separated from their mobile phones. We take them completely outside that on an Outward Bound course, stretching them physically and mentally. We want them to disconnect from their lives back at home, leave any labels behind and open themselves up to new opportunities.

Our name has become synonymous with challenging outdoor adventure in the UK, so we are constantly pushing the boundaries of adventure. We are also proud that we have set the benchmark for safety while giving over a million people an experience that showed them the meaning of the greatest sentence in the English language: "I can."

Our instructors provide the chance to practise and refine new skills, before inviting young people to take more responsibility for themselves, when those skills are tested in the mountains or at sea and participants take control of their own expedition and, ultimately, their lives.

Our reputation for safety is one of the reasons most often stated for using The Outward Bound Trust. Parents, governors, Head teachers and specialist advisors all demand the highest standards of safety and recognise just how seriously we take our responsibilities.

*Nick Barrett worked in international development for 20 years and was Chief Executive of the Ramblers' Association during the passage of the 'Right to Roam' legislation. He joined The Outward Bound Trust in 2006.*

# Dewey decimalisation at Dedza

Alistair Bounds benefits from the Bulkeley-Evans Scholarship Fund

When I started my gap-year, my plan was to work in the UK and then go to Malawi and spend three months teaching and six weeks travelling. Looking back on my time now, that description seems woefully inadequate and I feel that this report could grow into something of a dissertation.

I was volunteering in a primary school in a town called Dedza in Central Malawi, near the border of Mozambique on the western side of Malawi. The town has a population of 20,000 and the school has about 2000 students, or learners as they are known in Malawi.

Originally, there were only three volunteers in the school, but due to changes in circumstances and Africa Venture, another gap-year organisation, having to pull out of one school, that number increased to five. We were living in a house with no electricity, a communal well shared with around five other houses and a dirt floor, which, although basic, was a fantastic home for three months.

Our neighbours were very friendly and I made close friends with one boy in particular, Ephraim, a 17 year-old who would often come to me for help with maths homework and who taught

us a lot about the Malawian way of life and about Dedza.

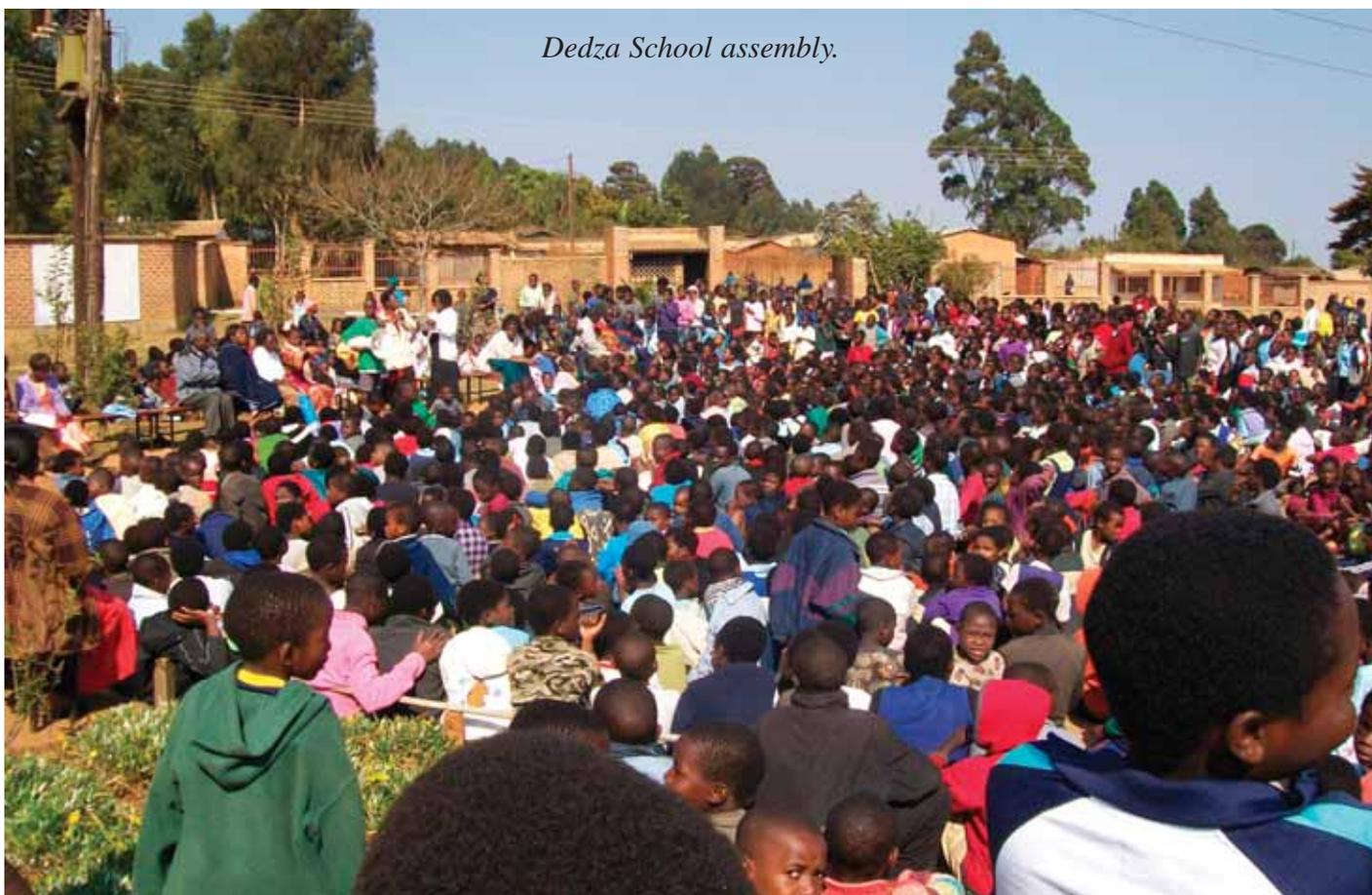
In the Malawian education system, the first four years of primary school are taught in Chichewa, the national language, and the next four years taught in English. Three of the volunteers taught Standard 6, whilst two of us taught Standard 7 classes. I taught maths lessons to two Standard 7 classes, giving me around two-and-a-half hours of teaching a day, as well as vast amounts of marking from my classes, which had 190 children on their combined registers, although on most days each class would average around 70-80 learners.

The school day began at 7.15am with assembly, with lessons starting at 7.30am and continuing until 1.40pm, with only 20 minutes of break during the day. At 1.40pm school would finish and learners would go home for lunch. With the day finishing so early, we set up seven after-school clubs for maths, science, English, French, art, football and rounders.

We noticed that some children would consistently turn up to every club available, determined to learn as much as possible



*Dedza School assembly.*



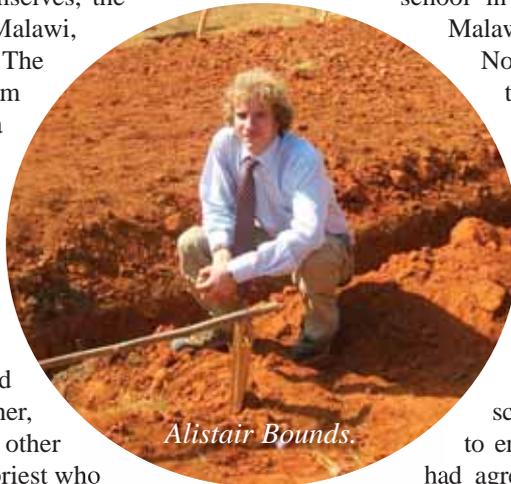
## Looking out

from clubs that were only available when western volunteers were in the school, as most of the regular teachers would leave as soon as their day was finished.

With this in mind, we started looking for ways to leave a more permanent impact on the school. Many of the children were desperately keen to learn and better themselves, the best way out of the poverty that affects Malawi, one of the poorest countries in Africa. The nearest public library was over 150km from the town so, when the idea of building a library in Dedza came up, I was very keen to pursue it and started looking for quotes and talking to the school about the possibility of building one on the school grounds.

I also raised the idea with my parents, who were very supportive. I am involved with the local church in my village and when my mother, a Sunday School teacher, mentioned the project to her friend, the other Sunday School teacher, she took it to the priest who publicised it in church. The village magazine wrote about it and, through word of mouth in our tight-knit village, people started donating to the cause. A similar thing happened in one of the other volunteer's village.

After around eight weeks at the school, we agreed a price of K650,000 with a contractor found through the school; around £3000 for the building of a 12m by 6m library on the school grounds. Africa Venture had offered £350 to the project and Monmouth School, my old school, agreed to do a Mufti Day in aid of it, raising another £350.



*Alistair Bounds.*

The other volunteer raised £1000 from her village and my village, Shirenewton, collected £1960, getting to the point where we had enough money not only pay for the basic structure but to add a storage room and hire an electrician to fit the building with lights and electrical sockets. Additionally, a volunteer at the school in 2007 had been planning to return to Malawi and arranged to spend eight weeks from November to January in Dedza, overseeing the fitting of the library, sourcing books and showing learners how to use it.

By the end of the 12-week teaching secondment I felt that we had been able to make a genuine and permanent difference in the school, and that our time teaching had affected us all. The library had been started, but only to the point of building the foundations and buying building materials when we left the school. I had confidence in the Headmaster to ensure the building went smoothly and we had agreed with him that he would contact me when each stage of the building was complete so that we could transfer the next payment for the library.

The school arranged a leaving party for us, with the children waving us goodbye at the bus station. I remember leaving the school with a strange mix of excitement at the prospect of the travelling to come and sadness at leaving a town that had been so good to us for the previous three months.

I feel as though my gap year has been a chance for me to challenge myself in ways I had never even imagined, from teaching 80 children at a time to reaching the peak of Africa, from leading a project to build a library to planning out a six-week period of travel through four different countries.

I found the entire experience like nothing else I have ever known and cannot begin to describe the impact it will have had on me. I like to think that what I did will have had a beneficial impact on those I taught in Dedza and I do believe that the library we built there will be an asset to the school from which all learners, now and in the future, will reap benefits. I would like to thank the Bulkeley-Evans Scholarship Fund for all its assistance to me.

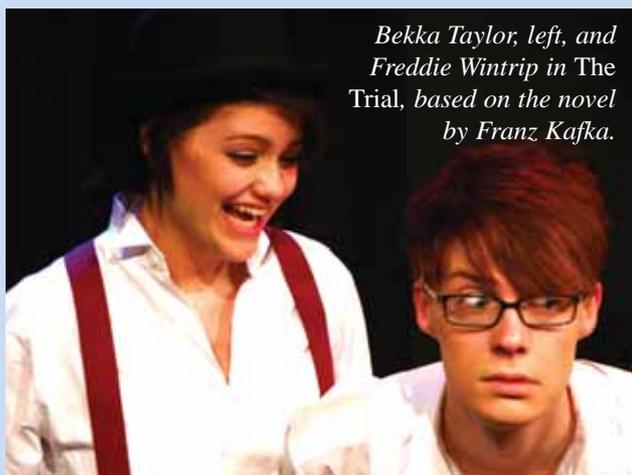
*Alistair Bounds was a pupil at Monmouth School and is now studying physics at Durham.*

The Bulkeley-Evans Fund originated in 1952 in a bequest from a former Secretary of HMC, W A Bulkeley-Evans. The original scheme laid down that grants were to be made to suitable boys in HMC schools going to Commonwealth universities. There were very few applicants, so the capital in the fund appreciated considerably.

In 1987 the Charity Commission agreed a scheme whereby grants could be made to boys in HMC schools going on gap-year projects. In September 2001, after protracted negotiations, the Charity Commission agreed to a scheme whereby scholarships could be granted to 'pupils' so that the awards are now open to girls as well as boys. The Bulkeley-Evans Scholarship Fund has a board of trustees and the administrator is A H Beadles.

About 30 scholarships, of between £300 and £500 each, are awarded every year. Details and some wonderful reports from previous winners can be found on the website – [www.gapyear-bulkeley-evans-hmc.co.uk](http://www.gapyear-bulkeley-evans-hmc.co.uk)

## HERE & THERE



*Bekka Taylor, left, and Freddie Wintrip in The Trial, based on the novel by Franz Kafka.*

### Success for St Peter's actors

Two senior actors at St Peter's, York, have been chosen from over 4000 young hopefuls to become members of the National Youth Theatre.

After successfully auditioning, Bekka Taylor and Freddie Wintrip, both AS level theatre studies students, attended their first residential course with the NYT during the summer holidays.

# Heat, dust and ashes

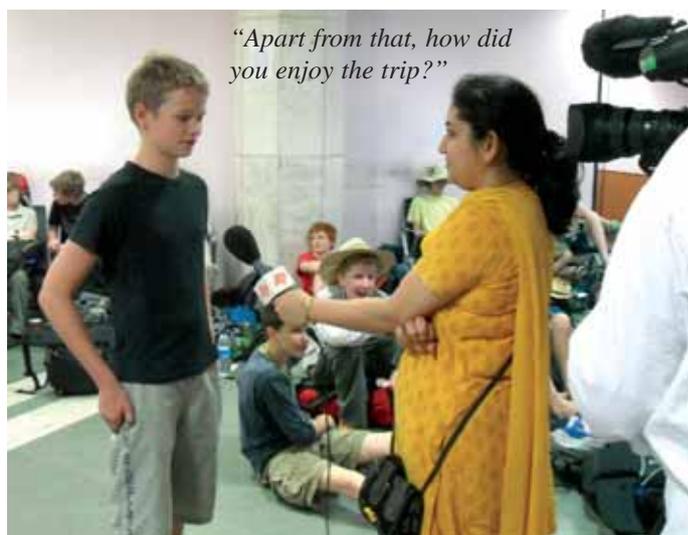
Nick Hewlett assesses eruption disruption

It is surely the prerogative and obligation of a geography teacher to assert the relevance of their subject in today's world – but being stranded in India due to the eruption of an Icelandic volcano certainly focused the mind on just how relevant that relevance can be.

Stranded in Delhi in 40° heat, with multiple cases of stomach upsets in our group of 42 homesick boys and six even more homesick staff, I bitterly regretted my assertion, delivered a few days earlier in a talk on tectonic processes, that we currently appear to live in a period of relative volcanic inactivity.

As the Year 9 and 10 geographers were clearly more interested in the 20,000ft panoramic backdrop of the Himalayas behind me than in my presentation, I think the irony was lost and luckily no one seemed to have remembered what I had said as, a few days later, they were slumped over their bags in a transit lounge for 13 hours surrounded by footage of vast ash clouds spewing from one of the most disruptive volcanic eruptions in living memory.

News of the Icelandic volcano delaying our return home was an unfortunate end to our ten-day adventure in North India, hiking in the Himalayas, camping under the stars and visiting the sights of Old Delhi by rickshaw – the sort of education every 14 year-old boy dreams of.



Whilst one might have expected a degree of volcanic panic in our group, there was instead a steely resolve at the airport to get to the front of the queue for flights home; after all we are British. Which is probably why it took another six days of delays, frustrations and cancellations before we finally made the flight home.

During the delay the boys were entertained by the American Embassy and the BBC India correspondent. They enjoyed air conditioned hotels; swimming and films; and contact was arranged with their parents. Meanwhile the staff aged five years each and vowed that the next field trip would certainly be no farther than Swanage.

*Nick Hewlett is head of geography at Magdalen College School, Oxford.*

# A very special Queen's Birthday

Chris Alcock tells of celebrations far from home

Very few Headmasters, and even fewer sixth-formers, will have found themselves celebrating the Queen's Birthday with a clutch of ambassadors and politicians in a faraway African country. But that was one extraordinary consequence of the Icelandic volcanic eruption for myself and staff and pupils from Queen's College.

Over the Easter holiday we had made our biannual visit to Brikama Academy in The Gambia, a school we are twinned with via the Methodist World AIMS programme. Over the past few years Queen's has been supporting and funding the creation of a library and resource centre at Brikama, and April was to see the grand opening.

The UK's deputy High Commissioner to The Gambia, Graham Birse, had laid the foundation stone two years ago, so he was a very fitting person to perform the opening. It was a major event in the region, attended by the District Governor, Bishop and local chiefs. We'd expected to leave The Gambia a day or so later but ash clouds grounded our flight, so we found ourselves stranded on the day summer term began – every Head's nightmare.

Numerous challenges presented themselves, ranging from setting up a temporary schoolroom in the hotel to sourcing vital

anti-malaria tablets as our supplies began to run out. Whilst I toured Gambian pharmacies armed with bundles of *dalasis* (the local currency), my head of physics, Nick O'Donnell, visited the High Commission in Banjul, Gambia's capital, to register us as temporary expatriates.

Shortly afterwards we had a call from His Excellency's PA, asking would we care to attend Her Majesty's Birthday celebrations. Dress was formal (which could have been a problem) but would we kindly wear our distinctive Queen's polo shirts? It was a gracious touch, but as the great and the good arrived at the party – diplomats, ministers and businessmen clad in either suits or national costume – we felt distinctly underdressed.

In his speech, the High Commissioner explained our presence and highlighted the Queen's College efforts as an outstanding example of the cooperation between the UK and The Gambia. Suddenly everyone wanted to talk to us and we felt like the guests of honour.

Conversations with local dignitaries made us realise that we'd made an impact way beyond one school. We were affecting an entire community and even region. There were many offers of help from locals, including one transport executive who offered

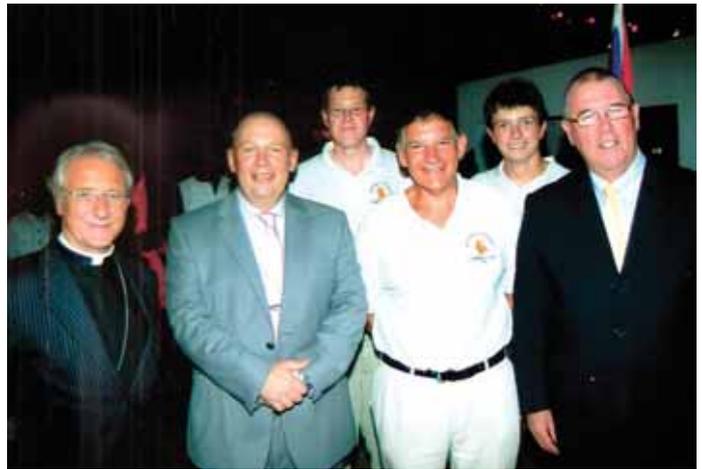
## Looking out

to ship out books and PCs from the UK free of charge – a problem we'd so far failed to solve.

We returned to Taunton – a week overdue – with our determination to make a difference to The Gambia redoubled. Our next project is to refurbish and open a clinic for malnourished children in Marikissa, plus paying the nurse to run it. The clinic is currently empty and neglected and needs a fair bit of work, but it's all possible and we're determined to achieve it.

*Chris Alcock is Headmaster, Queen's College, Taunton.*

*Rt Rev Norman Grigg, Graham Birse, Nick O'Donnell, Chris Alcock, Jon Dale (sixth-former), Phil Sinkinson (High Commissioner).*



# Recovering from natural disaster

## David Bamford survives Chile's earthquake

The odds are that if you live in Chile for long enough you will, sooner or later, be confronted by an earthquake. In our case, the wait was 22 years, and I know now that I never want to be anywhere near another one. Those minutes in the early hours of Saturday, 27th February, were the most terrifying that I have ever lived through. The terror is in knowing that you are totally at the mercy of circumstances for which you cannot be held responsible and of the unpredictable, uncontrollable caprice of the massive power of a nature that you cannot begin to comprehend.

Structurally, we got off lightly. Our house was built in 2001-2 and is well-reinforced and very resistant to seismic activity. Cracked tiles in one of the bathrooms; plaster shaken out from where walls meet ceilings (next door they had cornices shaken off, so we were lucky); a small chunk of masonry fell off the outside wall, where it meets the roof; fallen bookshelves; breakages of crockery and glassware.

We were both shaken and stirred but all right. We were without electricity for about four hours, but the water supply was not affected. A good many people in the region were without water and electricity for a week and more.

On the Monday following the earthquake, 1st March, I had to go into Santiago. No problem with buses, though the journey took an hour and 50 minutes instead of an hour 20 and we went into the city by a slightly different route. Santiago was its usual merry bustle. Business as usual, the gleaming glass towers of the riverside business district of Providencia (known locally as *Sanhattan*) standing proud.

All traffic as normal, but with some coning off of lanes. Quite a lot of rubble here and there, and, in the Chilean-British University in the centre of the city, where I had to go, there was plaster off the walls in stairwells, but not much more. A tremendous amount of clearing up had been done in a very short time. Chileans are incredible when it comes to getting down to it.

It was a few days before we understood quite what the extent of the damage was. It occurred, in large measure, in towns along the coast in the seventh and eighth regions (Concepción and to the north) by the tsunami that struck after the earthquake. The

water obliterated the town of Constitución and other holiday places, where many of the buildings were of wood.

There were horrific pictures on television of the damage, the most poignant of which was that of a grandfather weeping for the loss of his grandchild. It was hard to believe that we were living in the same country. This disaster served to highlight, with the utmost severity, the vast differences, climatic, geographical and social, that exist in Chile.

Gradually, as news media personnel were able to make their way to less accessible places, the full extent of the tragedy became more and more apparent. With this realisation there also came uplifting and poignant stories of courage, self-sacrifice, resilience and the generosity of spirit that are so much part of the indomitable nature of so many Chilean people when their backs are against the wall.

Beyond the many instances of looting, destruction and robbery that followed the earthquake, and the cruel irony of military personnel on the streets and a curfew in effect in southern towns, (evoking unpleasant echoes of 1973 that successive post-military governments have worked so hard to erase), abiding memories must surely be the courage and determination of the people as a whole to rebuild.

Nationally, there were severe disruptions to the start of the school year, which begins in early March. There were schools that started and were then suspended because inspections had revealed dangerous structural damage to buildings. There were many that delayed. There are many that have not been able to start. In this last context it is worth mentioning the Juan Fernández Islands, in particular Robinson Crusoe Island, home to Alexander Selkirk from 1704 to 1709, whose sojourn inspired Daniel Defoe's novel and the decision to change the name of the island in 1966 to reflect that fact.

Robinson Crusoe Island has one settlement, San Juan Bautista (population C800), which is home to the only school, a municipal establishment for 120 primary and secondary pupils. The school building, situated close to the shoreline, was swept away by the tsunami. There is simply nothing left but a bare patch of ground and three dead trees standing between where the

school building and the sports pitch used to be. A Canadian mining company is shipping down containers to serve as temporary classrooms (for the present, classes are being conducted in the open), and the British ambassador, Jon Benjamin, is promoting a campaign to raise funds to rebuild, furnish and equip the school.

The estimated cost of the project is in the region of US\$500,000. The Chilean government will, of course, defray a percentage of the cost, but Jon Benjamin has seen this as a possibility of reinforcing a British connection with the island.

The English-Speaking Union in Chile has also sponsored the project through two charity concerts in Viña del Mar and Santiago, and LAHC schools throughout Latin America are being encouraged to donate. Many of these schools, especially in Peru, where funds raised by LAHC and other educational associations made possible the rebuilding of a school that reopened last year, were very quick to respond to Chile's need, and many pupils have been organising and participating in fund-raising activities with tremendous enthusiasm.

Funds may be donated to the Robinson Crusoe project via the Gabriela Mistral foundation, a charity associated with the Chilean mission to the UN, at [www.gabrielamistralfoundation.org/web/](http://www.gabrielamistralfoundation.org/web/) (specifying 'RC School.'). and I shall be pleased to provide any further information ([david.bamford@lahc.net](mailto:david.bamford@lahc.net)).

*David Bamford, then Head of St Paul's School, Viña del Mar, Chile, was a member of the founding committee of the Latin American Heads Conference (LAHC), which was broadly inspired by HMC. Their first conference in April 1997 was hosted by Casey McCann at St Paul's School, São Paulo, Brazil, and attended by 28 Heads of schools, with Vivian Anthony, then Secretary of HMC, in attendance as an observer.*

*David is now the Conference's executive officer and, writes Rashid Bennamar, Principal of The Grange School, Santiago, Chile, has done much 'to raise awareness amongst HMC, GSA and IAPS school communities on the effects of the recent earthquake'.*

## HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Dr Stephen Coyne at [head.kingsmac@rmpc.co.uk](mailto:head.kingsmac@rmpc.co.uk). Items should not exceed 150 words. Good colour photographs are also welcome.



## Maasai in the classroom!

When it came to studying the effects of tourism on the Maasai tribe, Year 9 girls at Bolton School asked them direct. Through Skype, using a Vodafone USB dongle and the Tanzanian mobile phone network, 50 girls were given the chance to talk directly to Maasai people sitting under a tree on the plains of Tanzania.

The two settings could not have provided a greater contrast. Settled under a tree to avoid the midday sun and outside a traditional Maasai boma, Babu, Nai, Zac, Aisha, Alex, Aneth and Nambeya viewed the girls on a laptop resting on a bucket of water, whilst the pupils watched on a large screen in a classroom at Bolton School.

The link-up came through the school's connection with LivLife, a charity that has been set up by two old boys of the school, Max Griffiths and Sam Yates. Their concept is one of providing free education centres in villages in Tanzania that give both adults and children the skills needed to live their lives free from poverty and within their own culture. The idea stemmed from a research project that they undertook whilst at university into the effect of tourism on the Maasai.

# Sporting alumni

Tim Lowe's website helps schools keep track of their sports stars

In recent times it has averaged out that almost half the England cricket and rugby teams have been educated at independent schools. This is in contrast to football, where only Frank Lampard, educated at Brentwood, represented the independent sector in the World Cup squad.

Looking ahead 20 years, the picture could be very different, as many of the affluent premiership footballers recognise the value of education and the prep schools in areas like north-east Cheshire have registers full of famous football names. If the genes run true, what proportion of the England World Cup team in 2032 will have attended independent schools?

The last Olympic Games highlighted the importance of games to the independent sector with more than 50% of the Olympic team from independent schools and one-third of the medals coming from the sector, which educates only around 8% of British schoolchildren. Seeing this as a wonderful marketing opportunity, IAPS circulated members with a view to producing a full list of sports stars who had been through their schools. As

an IAPS Head at the time, I realised that this information was not always readily available.

On my appointment as Headmaster at Hereford Cathedral Junior School, I discovered that, although Hereford Cathedral School itself dates from 1384, the junior school was about to celebrate its centenary. So I commissioned a history of the school, duly published on time in 1998. On reading the first draft, I realised the strength of our sporting former pupils.

Further investigation into the sporting alumni of the whole school, senior and junior, produced a fascinating list. James Bevan, the first Welsh rugby captain, attended the school, with Wales and Australia competing today for the Bevan Trophy. Paul Thorburn returned to the school for a charity event to re-enact his longest ever international penalty, and former England batsman Peter Richardson opened new cricket nets.

As cathedral schools can sometimes suffer from the image of music being all important, the sporting alumni were useful in presenting the picture of a school that delivers a good all-round education, although this backfired slightly in one press article which suggested that, after 1000 years of educating choristers, the school was best known for famous jockeys, with Peter Scudamore and Richard Johnson both former pupils.

When I retired, I returned to that original IAPS idea and decided to set about creating a website that linked sportsmen and sportswomen with their schools and which would provide a certain level of information about both. One of several reasons for doing this was the knowledge that former pupils who have succeeded in the sports world are often very supportive of their old schools. Not only are they often willing to add a bit of kudos to school occasions, but they may be people the pupils have heard of!

Collecting information for the site should be beneficial work for those looking after a school's contact with former pupils and those seeking to develop fundraising as well as *esprit de corps*. The site will clearly be of use to parents seeking a school with a sound sporting pedigree for their children. As might be expected, some schools dominate in certain sports, but many have successful alumni in a surprisingly wide range of sports. A final set of beneficiaries would be sports quiz anoraks!

The Hereford Cathedral School page is a good example of a completed entry and makes interesting reading on the new website. Wonderful little gems arrive daily, like the story of K S Ranjitsinhji, the Indian prince who became an England batting legend, arriving at St Faith's in Cambridge in the 1880s. Nor is the site exclusively for the independent sector, as it would be an injustice not to include schools like Gwendraeth Grammar School, known as the Welsh 'fly-half factory', which can boast of both Jonathan Davis and Barry John as former pupils.

I hope that the site will draw attention to the very high standard of games coaching taking place in many schools. The press is often quick to point a finger at schools when national teams fail, but slow to acknowledge the achievements of many dedicated games teachers in both independent and state schools.

Sporting alumni works in 'Wikipedia style', with a facility to receive information. All information on schools and sportsmen and women is vetted before it is added to the site and there is a 'dispute' icon that allows users to send an alert regarding any information thought to be incorrect. There is a charge for a full school profile that includes 150 words about the school, the school crest, an advert and a direct link to the school website.

*Tim Lowe was Headmaster of Hereford Cathedral Junior School and now spins the wider web of [www.sportingalumni.com](http://www.sportingalumni.com)*

## HERE & THERE



### Belfast pupil receives global recognition

Corey Shen, an exceptionally talented 14 year-old pupil from The Royal Belfast Academical Institution, has won one of the most coveted music awards in Asia. Corey travelled to Seoul to take part in The South Korean and Chinese International Music and Dance Competition. Over 300 people participated in the event with entrants from China, Singapore, Korea and Malaysia. Corey emerged the winner of The Rose of Sharon Cup after playing a piano piece by Beethoven from memory. Hailed as a prodigy from an early age, Corey last year gained a Grade 8 Distinction in the Royal School of Music examinations.

# Left-handers: creative thinkers and trend-setters?

A good question, so Antony Clark organised a conference



Antony Clark.

In my South African days, I became very friendly with Dale Elliott. He is the most prolific artist in Africa and has sold over 10,000 paintings in his career, as well as being one of the most entertaining after-dinner speakers in the country. He is a left-hander. He is also immensely generous with his time and leads painting courses for a range of people at various levels, including stressed-out bankers, barristers and accountants from the big centres. My interest in left-handedness started with discussions with Dale about the untapped creative brainpower of many of his charges who were intensely right-handed.

On the first day of their course, Dale would take them up-river in his boat early in the morning and leave individuals at 100-yard intervals for an hour to watch the sunrise. When he collected them and had taken them back to his studio, he would ask each, in turn, what they had seen. Inevitably, the comment was: "Water and trees." "Water and trees," he would repeat, "but what about the angle of the sun on the water and which of these hundred shades of green on my palette were the trees?" Seldom could the attendees on the course get it right, but two days later, when he

conducted the same exercise, their powers of observation had been immensely sharpened and, with this, followed increasingly creative thinking and much-improved artwork.

We are told that the left side of the brain fuels the logic that is evident in right-handers and the right side of the brain fuels the creativity that is evident in left-handers though this is, naturally, a simplistic method of looking at issues of logic and creativity. However, from those days I began observing left-handers in my classes: some would write with lovely flowing script with artistic swoops of the pen, whilst others wrote with a hooked hand or pushed the pen against the paper, smudging their work and leaving it relatively unappetising for their teacher to mark.

Sometimes, left-handers simply wrote less and it was, therefore, difficult to award them a top grade because their answers were not as full as those of some right-handers. In my own subject, history, I was aware of the fact that this did, on occasion, create frustration for some, and I began to wonder whether this frustration might unleash a measure of creative energy and promote communication in different ways. →



Something sinister here? Left arm round the wicket.

## Looking on

For example, I began to ponder the idea that many left-handers with writing difficulties appeared to be extraordinarily articulate in debating and public speaking competitions. I began to think about the correlation between being able to speak in public and leadership and became aware that, apparently, five of the past seven American presidents have been left-handers.

The new British Prime Minister is also left-handed. This is against the backdrop of roughly 11% of the male population and 9% of the female population in the western world being left-handed. A little further research led to the discovery that a range of those who have influenced history in the military field, in art, in science, in the performing arts, in philosophy, in entrepreneurship, in music, in games and elsewhere are, to some extent, left-handers: Alexander the Great, Julius Caesar, Joan of Arc, Leonardo da Vinci, Michelangelo, Isaac Newton, Friedrich Nietzsche, Charlie Chaplin, Henry Ford, Bill Gates, Jimmy Hendrix, Paul McCartney, Martina Navratilova, Rafael Nadal to name but a few.

Obviously, this is too small a sample to determine whether left-handers have had a disproportionate influence on events that have changed the course of the world or not. It is another question that I pose, but I am not yet able to answer.

With this as a background, a conference was held at Malvern College in April 2010 to explore issues related to left-handedness. A high-powered academic team, comprising Professor Tim Crow of Oxford University and Professor Chris McManus of UCL, discussed the origins of handedness, the genetic probability of an individual being left-handed and how there was an apparent decline in left-handedness in the Victorian era. During this time, in particular, the classical notions of the pejorative term 'sinister' meaning left-handed was, perhaps, more evident.

The contention is that left-handedness has now levelled off in the western world, as previously indicated, at around the ten per cent mark. Keith and Lauren Milsom, of The Left-Handers Society of Great Britain, then conducted a practical session explaining some of the difficulties for left-handers and ways of training younger children with the mechanical skill of writing and making adequate provision for left-handers in a range of ways.

They also chaired a panel discussion in which six Malvern College pupils spoke of some of their preferences and thoughts on being left-handed. Of the randomly chosen panel of six, all indicated that they preferred individual sports and activities as opposed to being in a team, and to being by themselves as opposed to being in work situations with others.

One of the panel was the daughter of an American father and a Chinese mother and, growing up in China, she was not allowed to be left-handed. Consequently, she writes in a stilted fashion with her right hand, but finds the task difficult. In South Africa, too, I had noticed that all native Africans were right-handed. I never encountered a left-handed black African. The potential link between handedness and particular cultures is another topic for further study.

One of the chief areas of interest emerging from the conference is that there are shades of left-handedness: in genetic terms, some people have more left-handed genes than others and, in a practical sense, this is evident in some people doing certain things left-handed and other things right-handed. In other words, some left-handers are partly right-handed, though relatively few right-handers are, to some extent, left-handed.

Perhaps the issue is that left-handers grow up in an essentially right-handed world and need to adapt in certain ways.

The thinking is that a left-hander who has to use his right hand to conduct an intricate surgical manoeuvre around the bone of a chop to cut off the last morsel of meat trains himself to do this in order to satisfy his taste. The question arises, perhaps, as to whether a left-hander feels 'out of sorts' in the world of a right-hander and, with this as the backdrop, is more inclined to think 'outside the box' and to be creative.

But there are some other issues to raise:

1. *Equipment* Are certain activities promoted or otherwise amongst left-handers simply because of the existence or lack of equipment? Until one could acquire left-handed golf clubs relatively recently over the internet, it was somewhat rare to find a set of such clubs. Is there any correlation between this and the fact that so few top golfers are left-handed? Phil Mickelson is just one of a handful of the golfers who are left-handed.

By contrast, there are many tennis players who are left-handed: Nadal, Navratilova, McEnroe... the list is almost endless. Is this because the equipment that is used in tennis (a racquet) is the same for a left or right-hander? Does the equipment, therefore, provide a barrier to success in a particular activity?

2. *Niche* Particularly in the era of limited overs cricket, there appears to be an ever-increasing number of left-arm bowlers and batsmen. The reason for this is, doubtless, the different angle provided by the bowling and the fact that a batsman with a different stance has an impact upon the consistency of the line of the bowler. I wonder if there is now a special niche that is developing for left-handed sportsmen in particular sports and whether we will see an increase in this trend over the next few years?

3. *Eye Dominance* Allied to the above, I wonder whether young pupils taking up a game like cricket will best be served by establishing which their dominant eye is and then, on that basis, being coached to be either a left- or a right-hander? It is helpful if your dominant eye is the outer eye when you are batting.

There are many ways in which right- and left-handers need to be treated in exactly the same way without any particular emphasis on handedness, but there may be areas in which left-handers benefit from different treatment and a deeper understanding about their perception of an essentially right-handed world.

Several teachers from a range of schools went away from the conference interested in giving consideration to these issues over the next year and I would, naturally, be very interested to hear from others who were not present about what we teachers could or should be doing in this realm. We are certainly no experts at Malvern in this area and I am sure that I have asked more questions than I have answered. It is an area that I shall enjoy re-visiting.

*Antony Clark has been Headmaster of Malvern College since 2002.*

# Chocolate sponge and custard

## A year in the life of Esther Spence, NQT

Pulse racing. Palms sweating. Eyes surrounding me, staring. Silence. Not a clichéd scene from a horror movie but my first lesson on my first day as an NQT. Far from feeling powerful and qualified, I felt the weight of responsibility hit me: I am their teacher and they expect me to have the answers.

Lessons on that first day were a blur of new faces and repeated phrases: my name, my expectations and a fun ‘breaking the ice’ name game. By lunchtime, I felt like I had made some progress, but that was before I had to face the dining room. Alone. Hundreds of bright-eyed, excited children who knew the ropes; struggling to recognise a face on the staff table; feeling nostalgic for my own school days when faced with the chocolate sponge and custard. It was weeks before I managed to enjoy my lunch or even be conscious of what I was scoffing in between teaching, marking and planning.

Friday – library duty day – loomed on the first week’s to-do list. How will pupils react to an unknown member of staff when I tell them to be quiet? Will the I-smile-but-don’t-cross-me approach I have in the classroom translate to this environment? It did and still does. Now that I know a lot of the pupils, I enjoy talking (in whispers) to sixth-formers about what they are reading in preparation for university interviews or prospective courses and hearing enthusiastic reading suggestions from the younger years.

As the days turned into weeks and the weeks flashed into months, lessons, duties and even the dining room became a part of everyday life. But nothing became more entrenched in my routine than marking. PGCE was hard and filled with paperwork, but nothing could prepare me for the sight of three classes’ piles of homework – 75 A4 red books – sitting on my desk.

As I sat behind them, I felt as if I was barricading myself from the world, hiding in my own encampment of white, lined pages full of blue and black squiggles. Words have always been my forte; logic has not and no matter how hard I tried, I did not seem able to devise a system whereby I could walk to my car without needing a shopping trolley to carry my marking. I soon realised why my teachers had been so adamant that their pupils should ‘read every comment’ and I hear myself repeating that stock phrase to my Year 9 after I had devoted the previous evening to annotating their *Lord of the Flies* essays.

Arduous though it may sometimes seem, it is through marking that I can most effectively evaluate my developing practice. The ‘Reflective Thinking’ sheets used on my PGCE were all well and good, but it is when I had marked ‘enjambment’ spelled in a number of inventive ways that I made a mental note to check spellings of key terms; or, when my Year 10 wrote about Carol Anne Duffy’s poem *Valentine*, that we spent 20 minutes revising analytical essay style.

I think this has been one of my biggest learning curves – teaching is a continuous process where you have as much to learn (when you look at it from my perspective, anyway) as you have to teach, and this is where the fellow members of my department have been invaluable.

Initially, I was reluctant to admit any areas of uncertainty to them: I was desperate to impress because they had picked me



Esther Spence.

above others and I never wanted to be deemed a bad choice. As a result, I remember spending hours poring over exam specifications so as to seem as up-to-speed as they were and cringing as I heard myself say things like: “Too much marking? No! I enjoy doing it!”

Luckily for me, my colleagues were good at force-feeding me the advice I needed, knowing that I had subjected myself to an information hunger strike. All of a sudden, a new dimension of teaching opened up when folders of worksheets and PowerPoints landed on my desk and in my inbox with notes attached like: ‘I noticed you are teaching *Lord of the Flies*. Are these any use?’ Suddenly, I was not only able to invent something other than the wheel at weekends, but could be useful by sending my own lovingly produced resources off around the office in response.

Being able to contribute in this small way gave me the confidence to pipe up at department meetings and undertake more responsibility. After a residential trip to Belfast with a group of pupils participating in the Model United Nations, I organised two theatre trips, both of which were a great success, and came back with a huge sense of pride at having managed to negotiate the risk assessment procedure.

Buoyed by my growing confidence, I took a house assembly and was surprised and delighted when the pupils clapped after I had finished speaking. I feel as though I have achieved a huge amount in a small space of time and, now that I am a part of the school, I will look out for NQTs on their first day in September and recommend the chocolate sponge and custard.

*Esther Spence has been an English NQT at Stockport Grammar School.*

# Not Ascham but ASCL

Geoff Lucas and Bernard Trafford pay tribute to John Dunford

Comparing notes, we find that between us we have known John Dunford for 35 years! Geoff first met John when working for the quangos NCC, SCAA and QCA. John was SHA's expert on the 14-19 curriculum and, though still a serving Head at the time, it was obvious that he had a passion for, and real expertise in, the wider national debate outside his own school.

When the old horizontal AS level was being designed, Geoff shared drafts of AS guidance with John: he was the only representative of the professional associations who commanded that degree of trust and respect, and ensured that the guidance published was clear, accessible and comprehensible in non-technical terms.

It was no surprise, then, that he became SHA's president, where Bernard first met him as a rookie member of council. That first council might have been daunting but for the way in which



*Dr John Dunford.*

John scooped up new arrivals, took them to dinner on his table so they weren't left alone and quickly ensured that they felt able to play a full part.

John has a knack for bringing people together and finding common ground on which to build, minimising or marginalising differences. As president and subsequently general secretary of SHA (later ASCL), he would occasionally warn members not to allow divisions to grow.

He ensured that such highly-charged issues as grant-maintained status, specialist schools, the independent/maintained divide, national challenge and even the creation of academies were not permitted to split an immensely strong professional body.

Other unions decided to fall out with the Blair/Brown government. For ASCL John maintained a position as an advisor and expert whom politicians could not ignore. A concept he pushed unremittingly – 'intelligent accountability' – is nowadays quoted back to conferences by ministers. They haven't quite got the idea yet, of course, because politicians are slow learners: but John embedded it.

John has always seen the wisdom of a close alliance with HMC, all of whose members are in any case members of ASCL, but the relationship goes much deeper than mere coalition. John's passion is for education, for schools and for working with school leaders. He is warm and unfailing in his recognition of the quality of HMC schools: he is also (rightly) ready to remind HMC of the part it should be playing in the whole educational picture. The two associations have worked together closely on many issues and even, at times, managed to change ministerial minds.

That is John's gift and genius. He never abandons principle and is always quick, in any setting, to remind us why we are

doing what we are doing: for the children of this country, for their future and its future.

We cannot close without remarking on John's urbanity and social ease. He is a good man to put in charge of the wine list at a gathering, though the bill may come a little heavy. He has panache: Geoff loves to recall a train journey they shared back to the midlands from London. Finding that he had a first class ticket and the HMC secretary could only travel second class (such is the surprising humility of HMC!), John exercised leadership in persuading Geoff to join him in his first class carriage. When the ticket inspector arrived John flourished his first class ticket, proclaiming with great authority, "We're together." A blind eye was turned to Geoff's inferior ticket and he continued the journey with John, sharing the luxury of his superior seating, free wine and nibbles.

John will be a hard act to follow. Those of us in HMC who already know the next general secretary of ASCL, Brian Lightman, greatly look forward to working with him. Although John intends to remain invisible as far as Regent Road is concerned, we are quite sure that we haven't seen the last of him: such a colossus on the educational horizon cannot be allowed to disappear entirely. But he deserves a quieter life, more time at home, and we wish him and Sue every happiness and joy in retirement.

## HERE & THERE

### Bedford Modern's maths challenge



Students from Bedford Modern School have won the regional Maths Challenge competition held at the Centre for Mathematical Sciences in Cambridge recently.

The successful BMS team comprised Year 9 students Alexander Jeacocke (aged 13) and Matthew Wrigley (aged 14) together with Year 8 students Sam Hosegood and Simon Whitaker, both 13 years old.

The competition involved 30 schools from the area and consisted of five rounds including a mathematical relay, a cross-number and a head-to-head round.

# Ospreys or Tigers?

*C&CR* meets Brian Lightman as he moves from Penarth to Leicester

## How and why did you become general secretary of the Association of School and College Leaders (ASCL)?

Ever since joining ASCL in 1996 I have had the greatest admiration for the work the Association does and have valued enormously its support for school leaders and its influence over education policy. Having enjoyed the privilege of being ASCL's president in 2007-08, the opportunity to become general secretary was irresistible even though I have loved headship. I would not have left it for any other post.

## Is the membership of both independent and maintained school leaders an opportunity or a challenge for ASCL?

An undoubted opportunity. One of ASCL's greatest strengths is the breadth of our membership, which encompasses all kinds of schools and colleges in the maintained and independent sectors. The benefits of this are very evident at our national council, where the quality of debate is enhanced immensely by the range of perspectives and experience present.

Many of the issues affect all sectors and we have much to learn from each other. The challenge for ASCL is to ensure that we always respond to the needs of members in whatever context they work. I will certainly want to maintain and build upon the close working relationship ASCL already enjoys with HMC colleagues.

## Would you give us a brief cv?

After studying German and my PGCE at Southampton University I worked in three 11-18 secondary schools in the south-east of England before moving to Llantwit Major in Wales to take on my first headship in 1995. Since 1999 I have been Head of St Cyres School in Penarth. My longstanding interest in curriculum development has culminated in the implementation of the Welsh Baccalaureate, which we have pioneered at St Cyres. Ever since I became a Head I have been actively involved in ASCL's national council and have been treasurer as well as national president.

## What do you do in your time off? Do you expect to have more or less of it?

Four daughters all in their 20s account for quite a bit of that. We are a close-knit family and enjoy each other's company. My wife Eva and I love walking and often go away for breaks in our caravan in the UK and to Germany where she was born. In this new post I will no longer have school holidays and am certainly going to be kept busy. However, as all of you know only too well, being a Headteacher involves incredibly intensive periods during term time and I suspect that my workload will be more evenly distributed.

## Are there any particular stresses and strains or benefits involved in being a school leader in Wales?



It has been a great privilege to work in Wales and a real benefit to have the dual perspective of working in both countries. Working in Wales during the early years of devolution has been fascinating, where school leaders have played a key part in shaping policy. Education is very publicly valued in Wales and much of the culture of denigration of schools by the media, which is evident in England, has not existed. The difficulty has been the level of funding that is currently in danger of jeopardizing many of the worthwhile developments.

## What are your reactions to the result of the recent General Election?

It is very early days but I do believe that the coalition is a really exciting opportunity for policy development to be a much more collaborative process, with much more considered debate and hopefully less polemic. The big question is what the promised increase in autonomy will look like and whether there will really be a reduction in centralisation and bureaucracy.

## What are the main challenges facing the Department for Education?

The biggest challenge for the new department will be operating in a context of severe funding austerity. The new regime will want to implement changes but will not have the flexibility enjoyed in recent years. As difficult choices are made about what to retain or discontinue, decisions will have to be made that will undoubtedly be controversial or unpopular. Where there are policy differences within the coalition the Department will have the difficult task of developing workable compromises.

## What advice would or will you give to Michael Gove?

On the day of his appointment, ASCL sent Michael an open letter with ten recommendations that summarises our position.

1. Pass fewer education laws. Do not over-regulate schools and colleges. Put in place just enough regulation to ensure

## Looking on

- that one school's success is not at the expense of another.
2. Maintain the direction of change from the culture of competition that existed in the 1980s and 1990s to the culture of collaboration and partnership between institutions that has developed strength in recent years. Create more incentives for schools to work in partnership.
  3. Continue to increase in real terms the proportion of the national budget spent on schools and colleges. The next generation of young people should not have their education jeopardised as a result of an economic crisis not of their making.
  4. Over time, improve the distribution of that funding so that young people are not disadvantaged by their postcode.
  5. Continue to build schools for the future and prioritise the renewal of the schools with the worst buildings.
  6. Strengthen post-14 qualifications by introducing a general diploma with a broad core of knowledge and skills.
  7. Strengthen assessment by building a cohort of chartered assessors – senior professionals externally accredited to carry out in-course assessment to external standards – and use these assessments as a proportion of final grades in all external qualifications.
  8. Engage parents more strongly in the education of their children – and recognise that they don't want to run schools.
  9. Introduce intelligent accountability for schools and colleges. Make it robust, fair and proportionate. Make quality assurance and self-evaluation the centrepiece of the accountability system.
  10. Only through our work at school and college level can your policies become successful, so make sure that all these policies are rooted in the reality of implementation.

To me the most important message is that the department should take advantage of school leaders' collective expertise on implementing effective change in schools. Legislation, over-regulation and hyper-accountability stifle our ability to achieve this.

### Are you familiar with the corridors of power?

Very much so, both in England and Wales. Having served as ASCL president, I already know many of the key officials, politicians and members of other national organisations with

whom we work closely. Although there has been a change of government, that knowledge has already made my handover much easier.

### What are the main challenges facing members of ASCL?

The greatest challenges are the same issues that make our work such a fulfilling experience. Society rightly has the highest aspirations for our education service and our members share the commitment of our political masters to ensuring that every child is able to succeed and achieve his or her potential. These are high stakes that bring high levels of accountability.

In meeting those demands we cannot be expected to solve all the ills of society. As a professional association we have sadly had to deal with far too much casework around members who have been treated by their employers as the problem rather than the solution. That culture needs to change if we are going to attract the calibre of professionals we need to meet those aspirations.

### What are your plans for ASCL?

We have my predecessor, John Dunford, to thank for ensuring that ASCL is such a highly regarded and influential organisation with more than 15,000 members. It would be madness for me to do anything other than build on that strong base. However the world of school leadership is changing, with new roles and structures that challenge us to look to the future. I want to listen to all our members and develop our services to meet their needs. This includes using new technologies and providing the kind of consultancy and training that they need.

At the same time I want to ensure that the new coalition government recognises us as the most influential voice of secondary school and college leaders. Above all, however, I want to be a champion of school and college leadership so that our very best graduates aspire towards it as a most worthy career.

### What will you miss most – and least – about working in a school?

I will most miss the daily privilege of watching students succeed, often against challenging odds, laughing at their humour and giving them help and advice. I will not miss dinner duty on a rainy November day and those parents who seem hell-bent on preventing their children from succeeding – nor will I forget that reality.

## HERE & THERE

### Centenarian's return

A 100 year-old lady has made a nostalgic return to the stately home where she lived and worked 85 years ago. Avis Wilks, who celebrated her 100th birthday in August last year, returned to Barlborough Hall School, the Mount St Mary's prep school in Spinkhill.

Avis worked on the staff at Barlborough Hall for ten years, from the age of 16, before leaving for London with the Locker-Lampson family in 1935. Barlborough Hall became a school five years later. Two close relatives of Avis, both called Samuel Wells, also worked at the Hall for many years as gardeners.

Avis, who now lives in a care home in Dinnington, Sheffield, was presented with a canvas-framed picture of Barlborough Hall during her visit as a reminder of the time she spent there.

*Wanda Parkinson,  
Head of Barlborough  
Hall, with Avis.*



# Noble Hanlon's closing account

*One of the most familiar faces on the independent school scene for the last quarter of a century has been Noble Hanlon, who retires in December 2010. His unobtrusive presence was always reassuring and he can rarely have been in a room without being amongst individuals and representatives of institutions who had very good reason to be grateful to him for his professional skill and discretion.*

*In the soap opera of HMC, if anyone knew where the bodies were buried, Noble did. Not, of course, that there were any bodies. Perish the thought! The esteem in which he was held was clearly shown by his appointment as chairman of governors of Windlesham School: the effectiveness of his work is amply illustrated in the three causes célèbres he describes below. He was given free reign for this article, but, alas, his discretion runs very deep!*

As my retirement approaches in December, your editor suggested that I might write a retrospect of the more than 25 years in which I have worked within and for the independent school sector. During that time he and I have known each other well, meeting in prep school governing bodies and to consider the accounts of HMC. So, with some trepidation, but with the experience of having worked for all the major associations and many schools (in some with three different Heads), I shall offer what accountants call some 'qualified' opinions.

In the mid 1980s I was recruited from 12 very happy years with KPMG to join haysmacintyre and succeeded a retiring partner who had specialised in the independent schools sector. With my strong commercial background and knowledge of taxation, it seemed an ideal opportunity to work in a sector and with people where one could make a real difference – and so it has proved.

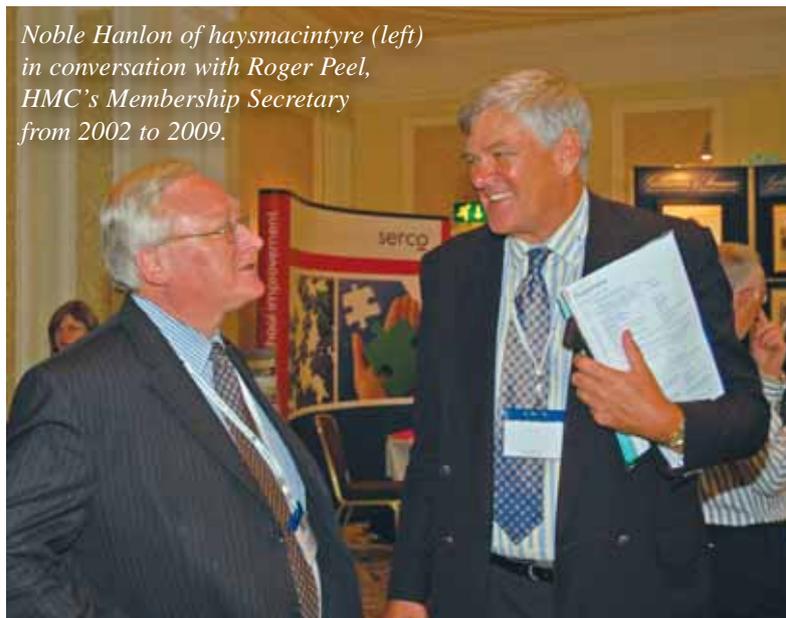
From the time that I started work in London I was heavily involved with *Pepper vs Hart*, better known as the Malvern case. This concerned the taxation of concessionary school fees to staff and ultimately ran through into the House of Lords for a historic judgement settled in 1992. This upheld the entitlement to treat staff children as additional pupils and to charge for their education only the marginal cost to the school.

It was particularly satisfying to see this come to a successful conclusion, the more so since Arthur Hearnden and I, after discussion and advice from others and using key costing information from my independent schools management survey, agreed with the Inland Revenue that, providing the cost was 15% of the fees or more, then there is no liability for tax on the benefit.

This judgement has had a profound effect upon the sector and although many of my own clients enjoy a significantly lower estimate of cost than the level outlined, the principle remains intact. Heads and governors should be aware of this ruling, since it provides a mutually beneficial opportunity for the school and for the children of members of staff.

Another vital taxation case in the 1990s concerned staff accommodation and benefits in kind. The Inland Revenue were challenging a 1951 agreement with the GBA on this matter and many schools were involved. Counsel's opinion was taken in 1993 and after protracted negotiations with the Inland Revenue, the matter was resolved to the satisfaction of our schools in 1996.

*Noble Hanlon of haysmacintyre (left) in conversation with Roger Peel, HMC's Membership Secretary from 2002 to 2009.*



In 1997 the outcome was submitted to schools through the ISJC and has since formed a beneficial basis of agreement. Heads need to be aware of this case since there have been numerous attempts by the Inland Revenue to vary the agreement to the disadvantage of schools although, to date, we have managed to defend the interests of our clients along the lines originally agreed.

The most recent milestone was the settlement achieved with the Office of Fair Trading in connection with breaches of the Competition Act 1988 by various schools. Settlement on this matter was reached in 2006 and some 50 schools were involved as, for the first time, the OFT had imposed penalties on charities in an attempt to demonstrate that competition law applies to all businesses, even those that enjoy charitable status.

It would not be wise to assume that the OFT will in future accept the payment of relatively low penalties as they did in this instance. Many of us followed this case with considerable interest and a certain amount of unease, since it was a trap easily fallen into and the participant schools had ceased their activities once the infringement was known to be unlawful. Neither ignorance of the law nor immediately desisting from infringement proved to be an effective excuse.

In more than 25 years of involvement within the sector, those three cases probably dominate the skyline, but of course during that time there has been much change on the ground with the continuing reduction in boarding numbers and the shift towards more co-education. On the other hand there has been no real permanent reduction in demand for independent education provision, despite the relentless annual increase in fees.

For the future it remains to be seen where the coalition government will take us and to what extent their changes (such as The Academy Programme) will improve the core educational provision in maintained schools and what effect that might have on the independent sector. Undoubtedly schools in certain geographical locations will be adversely affected as they have been in the past, but overall, if the sector remains true to its philosophy and ideals, then world class education will prevail,

## Looking on

though at some expense to the parent. It is salutary to note that while the cost of senior school education within the two sectors is similar, the price differential arises as a result of such things as low pupil teacher ratios, set sizes and first class facilities.

The stranglehold of 'compliance', not a big issue in the past, certainly is now. Good practice is, of course, essential and statutory guidance can be helpful in this regard. The previous government seemed particularly keen on red tape in itself and it is to be hoped that this will be reduced. It remains, however, the case that regulation in health, safety and financial compliance is here to stay. In the 1980s, schools disclosed little financial information and regulatory compliance was minimal. The reverse is now the case.

Despite the concerns over recessions and financial crisis, the sector remains in remarkably good shape and is overall financially robust, able to face the future with confidence. The distinguishing feature of the independent sector has been its ability to move with speed, an adventurous and positive process that reaps many rewards. I leave you with one last observation.

Many years ago when I first was in the sector, one of my chairmen was a leader in the city who was possessed of an enormously loud voice. At the annual discussion of fees, a process that used to take his governors some time, after much deliberation and discussion the usual indecisive and embarrassed silence was reached. As chairman it was his job to get things moving again, which he did by reiterating his often expressed view that in senior boarding schools of stature and presence, such as the one he was chairman of, parents must expect to pay fees that equated to the annual salary of a good secretary in the city, now, of course, known as a PA.

You may perhaps draw comfort from the fact that our top boarding fees at the moment are below that level. However, try as we may to restrict and control our fees, the sadness is that the sector may become more elite and therefore much good may come from the Charity Commission's attempt to enlarge bursary provision as part of the requirements for continuing charitable status.

*Noble Hanlon is a partner of haysmacintyre.*

## HERE & THERE

If you have news of topical interest, however brief, for 'Here and There', please email it to Dr Stephen Coyne at [head.kingsmac@rmpc.co.uk](mailto:head.kingsmac@rmpc.co.uk). Items should not exceed 150 words. Good colour photographs are also welcome.

*Felsted pupils play hockey against an Argentine school.*



## International recognition for Felsted

Felsted School has been awarded European regional membership of the Round Square international organisation of schools and has been unanimously approved as a full global member by the European region heads.

This is recognition of Felsted's international standing as one of only 80 schools around the world in the Round Square organisation, and one of half a dozen schools in the UK, which include Gordonstoun, one of the original founder-schools.

Membership of Round Square affords wonderful opportunities for exciting exchanges, trips and activities throughout the year for all year groups in the school, as well as individual opportunities if older students would like to engage in combined expeditions or to swap schools and continue their courses for a month or a term. Teaching staff exchanges are also possible. The Round Square mission is stated as: 'A worldwide association of schools which share a commitment, beyond academic excellence, to personal development and responsibility through service, international understanding, challenge, adventure, democracy, and environmental stewardship.'

Particular recognition should go to Conor Turner, 17, from Billericay and Ali Marshall, 17, from Chelmsford, head and deputy head of school, who are the student representatives who have attended the presentation and conferences and have been so instrumental in gaining this status.

# Barnaby stays at Harrow!

Conservation mixes with commerce down on the Harrow School Farm

Before Harrow Farm (now called Harrow *School* Farm) was bought by the school in the 1920s, its main source of income was from the production of straw which was sold to areas of London as bedding for horses, among other things. Until the latter half of 2003, the cattle on the farm usually included a herd of 50 Holstein Friesian cows kept and bred for their milk, and 25 heifers. The farm supplied every member of the school community with milk fresh from the cow, only half a mile away from the High Street.

Today, Harrow School Farm no longer produces milk for the school due to health and safety regulations, but is home to a herd of 33 Longhorn cattle and their calves. The herd includes one bull, the second Harrow has had and father to the current calves. The female calves stay on at Harrow and replace the old cows; the males are sold on to be 'finished' at another farm for beef.

The Longhorns originate from Texas and all have the distinctive 'long horns'. Twenty years ago they were classed as an endangered species, with only 250 breeding females in the world. Since then there has been a revival and there are now many more. Nowadays they are considered a traditional breed and keeping them is a sort of genetic conservation. They are bred for beef and for show mainly and are not milked.

During winter, the Harrow School cattle are fed on silage cut from the farm's fields, but they do earn their keep in an unusual way. The farm now 'hires out' the cattle to provide low intensity grazing in local nature reserves: four cows to Horsenden Hill and eight to Ruislip Woods.

"The farm and the accompanying land are a very valuable resource and, if funds were available, it could be deployed to support several new uses," says Edward Hardy, in his second year at Harrow and one of the contingent of Harrovians who help the school's forester and farm manager, Tom Perkins. "Ideas could include growing fruit and vegetables for supply to the school and, separately, for sale to the public, opening a farm shop, using the farm for educational purposes for boys at Harrow and, possibly, for other schools in the area, introducing more animals and a wider range of animals (pigs, cows, sheep, horses, chicken, *etc*) and operating a commercial stables from the farm."

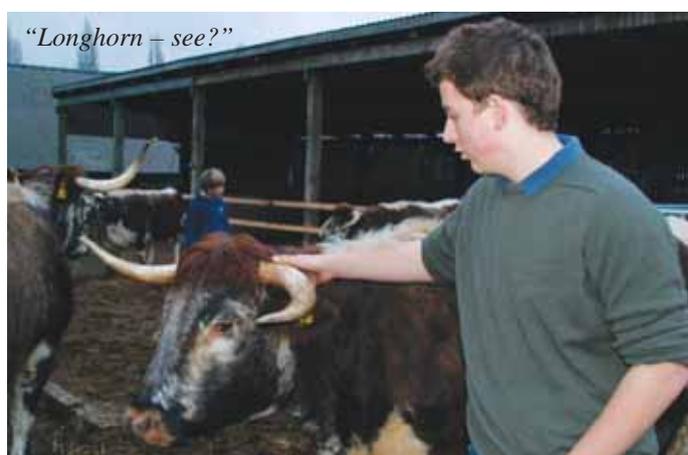
For the moment, the rest of the farm's residents consist of a flock of 44 Shetland sheep including lambs, a couple of ferrets and two donkeys. From this year onwards the lambs will be sold, providing another source of revenue. One of the donkeys is called Barnaby, but not, apparently, after Harrow's current Head Master! In the past there have been hens, two horses (belonging to a teacher) and a Harris hawk. The farm is used by a few keen boys who volunteer to help Tom with mucking out and other jobs in their spare time.

"My tasks at the farm are quite varied, including helping to clean out the barn, laying hay for the donkeys and the cows and, occasionally, assisting with other tasks such as helping to build fences," says Edward. "I usually go to the farm once or twice a week on Tuesday and Thursday afternoons."

"I help out up to twice a week on free days with the cows and the donkeys, but I try to do as much as possible with the two



*A new approach to scrum practice.*



*"Longhorn – see?"*

ferrets," says Will Rowe, a boy in the lower sixth. The farm is also the primary area of focus for the conservation group, which does most of the hedgerow management and biodiversity monitoring. They are also currently constructing a small polytunnel on the farm to grow vegetables as well as trees from seed for planting in the hedgerows.

Revenue comes from the sale of cattle and lambs, but in other respects as well the farm is at least partly self-sufficient. "We produce all of our own silage, but we have to buy straw," master-in-charge Nick Keylock explains. "However, most costs are covered by the sales of livestock. We still need a budget from the school in case we want to buy machinery or animals."

Edward has some more ideas for making the most of this resource. "More adventurous uses could include using the land for, say, a paintballing centre (this would be very popular with the boys!) or a field archery centre or for quad-biking and, possibly, trying to create a (modest) visitor attraction. Clearly, these ideas would require much more investment in the infrastructure of the farm and the number of staff would need to be increased. However, the intention could be to aim for the income generated to cover the costs and perhaps, in time, even make a contribution to the running of the school," he says.

An ecological audit was carried out in 2004, recording what was living and growing on the site, which informed a

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*The other Barnaby.*



conservation management plan that was published in 2005. Both were produced by the Herts & Middlesex Wildlife Trust. Using the results of the survey, Harrow's conservation group and the biology department created a conservation management plan for the farm, which included use of the farm for biodiversity studies as part of the curriculum.

The fields are managed in such a way as to improve the biodiversity of the farm. This means not using fertiliser or pesticide (*ie* the farm is organic), not grazing the field too intensively, re-seeding the fields with wild meadow seed mixes and planting up the hedgerows with native tree species.

As far as the school is aware, this is the only school farm in London. As such, the farm provides Harrovians with a unique opportunity to work with farm animals, learn about farm management and enjoy a rare breath of fresh country air in the midst of suburban jungle. But what is it that attracts pupils most to the farming activity at school? "The farm is a vital opportunity for boys who normally live in the city to experience a rural way of life. It is also a way to be outside doing exercise in a friendly environment," comments Will.

"It gives boys insights into farming, veterinary studies and land management. I enjoy it so I can be outside with a friend getting some fresh air and I like animals as I grew up in a rural farming setting, so I have always had some form of them, from racehorses, pigs, chickens and dogs around me."

"For those boys who have not lived in the countryside, involvement with the farm can raise awareness of a side of life which they would not otherwise experience," agrees Edward. "Farming and animal husbandry is an important industry in this country and spending time on the farm might prompt some boys to identify new career choices," he suggests.

*Kirsty Shanahan is the Communications Manager at Harrow School and captained Durham University Women's Cricket Club for two years.*

# Deus dat incrementum

Colin Swainson tells of Tonbridge's efforts to get the boys' feet back in the mud

Keeping livestock, and in particular pigs, at schools is nothing new and we at Tonbridge are not alone in currently looking after the little darlings. So why do it?

At Tonbridge, pig keeping is part of our co-curricular Wednesday afternoon programme, and conservation, as the activity is called, covers a range of opportunities. These include conservation tasks 'at home' as well as others off-site with Kent Wildlife Trust. However, the overall ethos is much more broadly environmental and, to paraphrase a colleague, can be summed up as trying to 'get the boys' feet back in the mud', literally and metaphorically.

The pig keeping part of conservation is very much part of this, both in trying to encourage the boys to be more aware of the environment around them, and as a more tangible access point to wider environmental and green issues. So, as well as pig keeping, the boys can also try their hand at beekeeping, while the major focus of our on-site project remains the restoration of an old orchard.

In what was once a traditionally-managed and productive fruit

orchard, we have replanted 32 varieties of mainly traditional apple, pear, cherry, plum and nut trees, not to mention a medlar. In fact, one of the original ideas behind having pigs as boarders at Tonbridge was to use them to help clear the undergrowth in this orchard, a great deal of which was bramble thicket up to 20 feet high; this is an ancient method of clearing undergrowth in Kent.

As people are increasingly aware again, pigs are much more straightforward than many other forms of livestock, and they have always been known as the smallholders' favourite because of it. A senior management colleague and I went on a one-day course held locally at Oaklands Farm, where we learnt all you need to know, and from where we later purchased seven eight-week-old weaners.

The course was comprehensive in itself, and they have also given us plenty of ongoing support. It has cost us about £700 to get going, including donations of straw bales from a generous farming parent and some fundraising by the boys, which involved a pig naming raffle in which pupils paid 25p (or five for £1!) to enter a name into the draw and which raised over £300.

The reasons behind the project are multiple: first and foremost it is an enjoyable and worthwhile experience for the boys and staff, and something completely different from their normal activities. Like many schools, Tonbridge is extremely strong on an academic, musical, sporting, artistic and cultural front, but the boys, like (dare I say it) the vast majority of children in this country, are very out of touch with their environment, including an understanding of where their food comes from.

For this reason, the boys are very much at the centre of the project and are consulted at every juncture; this has given them opportunities to make financial and strategic planning decisions. One of the aims is to use money from the pork, as well as from honey, fruit and fruit juice, to make the whole activity self-sufficient and sustainable.

The boys have done most of the work: clearing the area for the pig ark; building the ark itself; putting up the electric fence and all the other associated work. All the technical stuff, like plumbing, has been carried out by the school estates team. During term-time the boys are totally in charge of the routine care and feeding of the pigs, which happens twice a day – before lessons and again in the afternoon.

This in itself is a worthwhile undertaking. Looking after and caring for an animal and taking the responsibility to do so, as well as observing and getting to know the nature of the animals, is not something many of them would normally experience. Our intention is to give the boys responsibility in the true sense of the term and they certainly respond to it in a positive and mature way.

The boys love this aspect of the project and enjoy taking friends and boys in lower years along to help, and I often find them in the enclosure at all times of the day talking to or scratching the pigs, which, of course, the pigs adore. In the holidays various members of staff and their families operate a feeding rota, which is predictably very popular with the children.

After six to eight months we will be taking the pigs to abattoir and then the school butcher will process the meat; this will be eaten by the boys, as well as sold to cover costs. The boys will be involved as much as possible in these two processes, but there will be no counter-productive compulsion. This is probably the heart of the project and the one aspect that many people find hard to square, given the way in which the boys nurture and come to know the pigs.

However, boys and staff should develop an insight into where their food comes from, what it really means to eat meat, and be aware of the welfare implications involved. The boys, like many in society, can be very wasteful at times especially in terms of food, and the pig keeping has raised many questions about the implications of eating so much meat. There are the environmental ramifications of meat production, which worldwide produces more CO<sup>2</sup> than transport, mainly due to the intensive aspects of producing so much cheap meat to satisfy the world's growing demand.

I have had very interesting discussions with all my groups in biology lessons and general studies, as have various other members



*The Tonbridge Class of 2010.*

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of common room in R S and more informal settings such as house lunches and during evening boarding house duty. Pupils exploring, discussing and arguing over these topics is so much more worthwhile than preaching to them about things of which they have no personal experience. It is this aspect of the exercise that I have found most rewarding: seeing boys asking questions and discussing issues in their own way and at their own pace with, more often than not, these discussions occurring without any adult input at all. Hopefully they will also taste a difference in the meat! As a lifelong carnivore it has certainly made me think hard about how much meat I eat and where it comes from.

This environmental and carbon aspect of the pigs extends further. Pigs are extremely efficient at turning food input into meat. The boys are encouraged to supplement the pigs' diet with windfalls, our scythings from the orchard, grass clippings (without chemicals!) from the school gardens, and they even see if they can arrange to take the rotten fruit from local grocers.

This is all linked to sustainability issues, both by making the project self-funding but also by using available resources that might otherwise go to waste. Many of the boys were shocked to see what one tonne of pig food looked like, and even more so to see how quickly it was consumed. As well as the 'incrementum' there is, of course, the consequent 'excrementum'...

As I have already stated, all this is about the boys, the common room and the wider school community doing something completely different: that is, enjoying the household management of pigs and, hopefully like many other aspects of school, inspiring them, challenging them both physically and intellectually and encouraging them to think a little differently.

It may be that some will keep some animals of their own later in life. It is an exercise that is not without potential problems: we do worry about vandals getting into where the pigs live; and we have been the subject of a couple of rather stupid and negative articles in the press.

I also live in fear that the pigs will escape and get on to a road or, even worse, be found grubbing up the 1st XI cricket square on The Head! I would still, however, thoroughly recommend a project like ours to any school with a bit of extra land, a couple of enthusiastic staff, a positive, enlightened bursar and a sympathetic and supportive Head.

And by the way, we have our eyes on a few more acres the school has just acquired: sheep, llamas, deer? No, on balance, perhaps just a few more of our favourite friends: Saddlebacks, Berkshires, Gloucester Old Spots...

*Colin Swainson is custos porcorum at Tonbridge.*

# Coursework arrives in style



Awaiting delivery of coursework is always an anxious moment for teachers but there was a particular concern in the Bablake Design Technology department recently, when fifth former Tom Stobart seemed to be exceedingly slow to hand his work in at the designated time. His teachers soon drew a heavy sigh of relief as they received reports of Tom trundling his 1951 Massey Ferguson tractor into school through the rush hour traffic to deliver his project.

Tom had designed an attachment to fit on the rear of his tractor to move fence posts, tools and various bits and pieces round on a farm. After thorough testing at home, he then enjoyed the chilly 25-minute commute into school, having passed his tractor driving licence earlier this year.

Tom should also be commended for his restoration of the tractor, which has also appeared in a national magazine for tractor enthusiasts. Also parked on his driveway at home is another tractor he has worked on, a Fordson Major of 1961 vintage, hence the matching blue colour of his project!



# The art of ventry and other skills

Spoilt for choice between rook pie and Brunswick stew

This year marks the 70th anniversary of the formation of the Radley College Beagles by C H Jenner, then bursar of the college, and a few boys. The college provided land for hounds to be kennelled and the boys owned and were responsible for looking after the hounds until the pack was taken over by a committee in 1971.

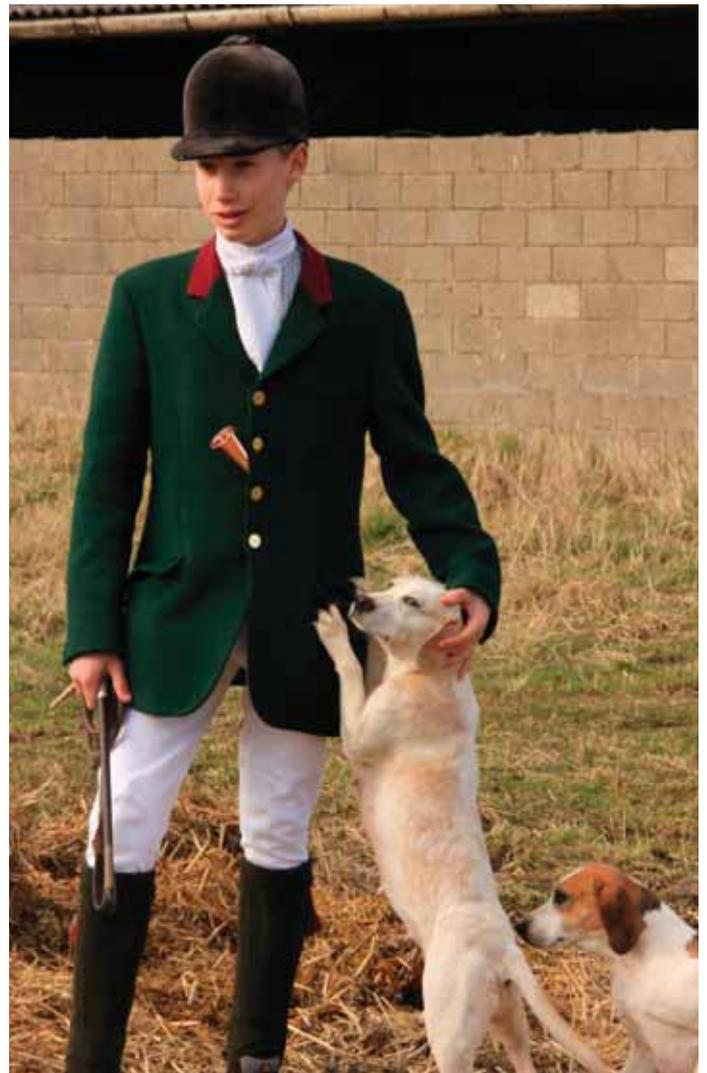
A mixed dog and bitch pack of 18½ couple is kept and, in addition to hunting in the winter, the summer months see boys attending hound shows around the country with a good deal of success: 2009 saw Radley take the champion and reserve champion dog hound at the West of England show.

These days the hounds are the responsibility of a full time professional (the countryside officer), but the boys still play an important role in their day-to-day care. They operate a rota system so that there are at least three or four boys committed to being at kennels before lessons every morning of the week, although others often turn up when it is not their duty just to say hello to the hounds.

Whilst at the kennels, they help clean out, feed and spend socialising time with the hounds – when they learn the hounds' names and characters and, just as importantly, the hounds learn to trust and respond to them; time spent like this is invaluable out in the hunting field.

Each spring the committee invites written applications from the boys for the Mastership. Applicants are interviewed by a panel before appointments are made and the Masters then appoint the hunt secretary and whippers-in from amongst the other boys. There are currently two joint Masters and they take turns hunting the hounds, acting as whips on their day off.

The position offers plenty of opportunity to practise public speaking, with boys making speeches at the annual puppy show, hunt social functions and at meets. They also develop their negotiating skills when visiting farmers to open hunt country, some of whom take some persuading that a pack of hounds



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running around their land will not scare off all their pheasants.

Beagles are traditionally a hare-hunting hound and, unlike foxhounds, they are followed on foot. Whilst the fox is a quarry that will provide good gallops as it makes long runs from covert to covert, the hare was the quarry that provided the best opportunity to practice the art of ventry.

The hare usually ran in large circles within its territory, which it knew intimately, and was revered as a sporting quarry because of her habit of 'running cunning' in her efforts to outwit the hounds, doubling back on her own line before taking a route perpendicular to the original course, making sideways leaps, swimming rivers and canals, running tracks and demonstrating an ability to seemingly vanish into thin air which, in medieval times, was seen as proof that some hares were witches in disguise.

Being on foot, the huntsman and whips have to learn to read the hounds and anticipate what will happen next so that they can put themselves in position to help the hounds re-find the line when required (the huntsman's task), or to encourage the hounds to respond to the huntsman (a key role for whips), or get between them and any potential hazard such as deer, which the hounds might think would be fun to hunt but which is definitely not allowed!

The beagling season runs from early September until mid-March and hounds meet initially twice a week, increasing to three times after game shooting finishes at the end of January, with visiting tours during the holidays by kind permission of many other packs. The current Masters have started to carry GPS devices on a hunting day and are finding that on average they are covering 13 miles across plough and drilling during an afternoon's hunting; hounds will of course cover much more ground than this.

In February 2005 the Hunting Act was enacted and the future of the pack looked uncertain. As the implications of the Act unfolded it became clear that the exemptions for rabbit hunting, trail hunting, retrieving wounded hares and exercising could be used in combination to simulate traditional beagling as closely as possible, whilst remaining within the law. An important part of this post hunting ban operation has been the forging of good relations with the local police force, who are always kept informed of the pack's meets, the intention to hunt within the law and the various methods employed to do that.

The Warden chose to view this period of uncertainty as an opportunity and made the decision to expand the college's

countryside activities. The range of activities on offer now includes animal husbandry and the Countryside Centre now keeps a flock of Jacob sheep, Oxford Sandy and Black and Tamworth pigs, a Dexter cow, various poultry and ornamental pheasants.

Pest control is another activity offered. Some boys keep ferrets that they use during the winter to flush rabbits from their burrows to be caught in purse nets set over the holes or to run with the two lurchers kept at the Countryside Centre. The farm animals are bred from and their offspring are reared for the table, the meat being available to boys' parents and staff.

This field to plate experience is one that the boys are keen to bring to their pest control activities too: rabbits and pigeons are prepared for cooking in the boys' socials or at the Countryside Centre. Their tastes are not confined to the more usual edible quarry. The middle of May is the traditional time to cull rook numbers and a recent foray with air rifles saw the boys with a bag of 30 rooks, the breasts of which were promptly removed to make rook pie, the rest being fed to the ferrets. Plans for future culinary delights include Brunswick stew – the main ingredient of which is squirrel!

With the boys' obvious enthusiasm for any activity resulting in something to eat, it was decided to add a vegetable garden to our repertoire and last spring saw the boys building two large raised beds, which were successfully planted with a selection of vegetables planned to be ready for early harvest before the summer break or when they came back for Michaelmas term. This culminated in an end-of-term Christmas dinner for the boys who take Countryside Activities, featuring cockerels that had been hatched, reared and prepared by the boys, accompanied by vegetables they had grown.

The boys built a series of compost heaps to make the most of the farmyard manure and the newly enriched beds are now full again and it is hoped that the feast at this year's Beagle Puppy Show will include Radley new potatoes and salad.

The Countryside Centre is going from strength to strength with the college pond now stocked with trout and falconry planned as an activity for this coming winter. The broader range of activities on offer has interested boys without a family background of hunting, resulting in more boys getting involved and introducing new people to the sport of beagling.

*Simon Timbrell is the countryside officer at Radley College.*



# For your information

## Miles Petheter leaks a copy of the beginning-of-year parental letter from the Headmaster of Rutherford College

Dear Parents,

I welcome you to the start of the new academic year and one that I hope will be exciting and rewarding for your children studying here at Rutherford.

Certainly that was the case for many Rutherfordians during the recent holidays. The success of the girls' hockey tour to Thailand was hardly affected by the recent political troubles. However, it was necessary for the girls to play in their change strip rather than 'Rutherford red' after the alarm caused among immigration officials when the girls landed in Bangkok dressed in their tracksuits.

I am particular grateful to the UK foreign office for obtaining the speedy release of Miss Muggeridge, the party leader, and for assuring the authorities that we were not flying pickets and allowing the girls to retain their hockey sticks. The girls took the opportunity to learn something about international relations as well as gaining sporting experience.

While I recognise that the start of term was slightly disrupted for some by the effect of the Icelandic ash cloud on air travel, most pupils are now safely back in the Rutherford fold, including several boarders from eastern Europe who believed themselves trapped in London and of whose location we were appraised via Facebook.

As I write, Ms Curver, our new marketing director, and Mr Broad, head of boys PE, are yet to return from a recruiting trip to South America, for which they gave up some of their holidays, being, apparently, stranded in Madrid. Mrs Broad tells me that she is keeping a careful eye on their position and Mr Broad's lessons will be taken by the RSM, *pro tem*.

Over the holidays, the support staff have responded to parental requests, by increasing the width of the parking bays to accommodate the larger 4x4 vehicles some now drive. However, those of an arithmetical bent will appreciate that this reduces the total number of spaces and therefore the number of vehicles that we can accommodate; *plus ça change*.

Carpools or sharing the school run may be part of the answer. However, while the school would encourage this for environmental and practical reasons, before arranging such a scheme you should contact the local Children Safeguarding Board so that you and your fellow drivers may be Criminal Record Bureau (CRB) checked. Don't worry, this does not mean you will gain a criminal record! I have been reliably informed that Parliamentary legislation has not yet been brought forward to make it compulsory for parents to be CRB checked if they drive only their own children to school.

A few reminders about school rules. Girls' uniform: girls representing the school in the swimming pool must wear the approved one piece costume, as detailed in the uniform list. After the unfortunate incident in the match against St Randolph's, bikinis are no longer deemed appropriate for racing starts in school matches, though well done Leticia for continuing to swim on in true Rutherfordian spirit and even more so for equalling the school record for 25m butterfly.

I should like to clarify the situation regarding pupils' pets at school. Small rodents, hamsters, gerbils *etc* may be kept with house parents' permission, provided they are safely caged and have a food supply independent of school meals. According to the statutes of Rutherford's foundation, only the head boy may keep a dog in school, subject of course to the dangerous dogs act, and other pets now, alas, banned are monkeys, racing pigeons and vultures and must not be brought back to school.

I'm sure that we all welcome the election of a new government. At Rutherford we were pleased that one of our governors, Sir Arthur Duckham, was returned as member for North Cranford with an increased majority, laying to rest concerns about his expenses for his second home, Burgeoning Hall, which he has generously allowed us to use as the splendid venue for the annual Rutherford garden party. The only other Rutherfordian candidate in this election, Ambrose Sneath (Schoolhouse, 2000) sadly lost his deposit while standing as the UKIP candidate for the Mull of Kintyre constituency.

I would be grateful if parents would complete the attached questionnaire from our finance department to ensure that we hold correct details about you. We are reviewing our procedures and information gathering following the recent resignation of our bursar, Colonel Saunders. May I also remind parents that the Fee Discounts for Cash scheme, run by those enterprising Old Rutherfordians, the Layman Brothers, in an entirely off-shore capacity, has been discontinued.

As part of the school's drive to fulfill its charitable status, we are considering a request for joint activities and sharing of facilities with our nearby HM Young Offenders Institution at the suggestion of several mutual alumni.

Another suggestion to broaden Rutherford's involvement in its local community has come from a group of our pre-preparatory school parents. They have pointed out that the proximity of the sports hall/swimming pool complex to the new health centre, opens up possibilities of a health spa and massage facility for Rutherford families and the local community. I have asked Mrs Patricia Wellbeloved, nurse manager of the health centre, who informs me she has experience of such establishments in a previous incarnation, to set up a working party.

Following the sale of Harrods by Mr Al Fayed, you will be glad to hear that we have moved the school uniform suppliers to Butterworth and Littlestone of Princes Rutherford, with whom many of you will be familiar as 'outfitters to the gentry of the county' for over 100 years. We are anticipating considerable savings in cost and added convenience for parents. I am delighted to inform you that B & L have also agreed to sponsor the first-team 'strips' at Rutherford, whose kit will now carry their logo and slogan. May I remind parents, however, that post-match teas are not sponsored and are for the refreshment of those parents supporting the match, not those who happen to be waiting in the car park for their offspring or friends.

With best wishes to you and your family for the coming term,  
Headmaster.

Looking after

# Bespoke professional development for HMC

Simon Letman explains what the changes will mean



*Simon Letman.*

Independent Professional Development (IPD) was established in 2004 as a joint Girls' Schools Association (GSA) and Headmasters' and Headmistresses' Conference (HMC) professional development service. It attempted to bring together the hitherto separate training programmes provided in-house by GSA and by HMC under the auspices of Professional Development Services (PDS).

Since its launch, IPD has organised over 250 courses and conferences, providing training for over 7000 GSA and HMC delegates; just over 2000 from GSA schools and nearly 5000 from HMC schools.

At the outset it was decided that IPD was being established to support schools in discharging a responsibility to 'identify, plan and seek to provide continuing development opportunities for teachers'. The major emphasis in planning the first programme was placed on 'schools' generally rather than on 'members' more specifically.

To provide support for schools, IPD had a number of 'major' strategic aims and a number of 'supporting' aims, which were largely operational. For example, one major aim was 'through professional development, to prepare our staff as effectively as possible for an educational context that is characterised by change, thereby strengthening the sector as a whole'. Another was 'to promote the principle that CPD for all staff at all levels is essential for school improvement in the widest sense'.

Its supporting aims included seeking to 'identify the professional development needs of Head teachers, senior staff and assistant staff in GSA and HMC schools' and 'to make training as accessible as possible to staff in GSA and HMC schools in terms of location of courses and cost of services'.

Since 2004, the development of IPD services has been guided by these early founding principles, even though the actual content of the training programme has changed over time. The early programmes offered a mixed-menu of leadership training events, subject courses and 'topical' courses. The latter included events covering issues as diverse as health and safety, catering for gifted and talented pupils, marketing issues for smaller schools, assessment for learning, managing year groups and improving cricket coaching skills.

Over the years, IPD has withdrawn from many of these areas, where specialist providers already offer high-quality courses. IPD stopped offering subject training courses in 2006 in the face of increasing competition from the examination boards and because it became clear that many parts of the country were already very well-served by active and effective divisional groups.

Today, IPD is perhaps best known for its events for aspiring heads of departments, senior teachers and aspiring Heads. Over 90% of IPD events now target these key constituencies either directly or indirectly. There are fewer events on offer, but these tend to cater for higher numbers than in the past. There has also

been a reduction in the number of residential courses, with greater emphasis on day events. Some of the most popular leadership events are even offered in both day and residential formats to suit delegates from a very wide range of different schools and with a range of domestic circumstances.

Events in the new programme for 2010-11 include the range of 'preparing for' events, for which IPD has become well known and which focus on the key leadership principles and processes that are felt to be most relevant to those wishing to take on departments, deputy headships or schools. Supporting these events are a number that offer more 'technical' training in areas such as employment law, school financial management, school marketing, managing the media and presentation skills.

A significant change will be taking place as HMC looks to the future of its provision, however. The 2010-11 IPD programme will be the last to be offered under that name as GSA and HMC have recently agreed to separate once again for the purposes of staff professional development. The GSA/HMC Joint Professional Development Sub-Committee met for the last time in May this year.

Next year's programme may therefore be regarded as 'transitional', with courses still open to GSA schools, but with HMC solely responsible for the organisation of the service. From August 2011, HMC will be running a more bespoke service for members under the banner of HMCPD. The new service will still be under the direction of Simon Letman, who now works exclusively for HMC, with Sharon O'Flynn still managing the business of the main office.

During the transitional year, the HMC Professional Development Sub-Committee will be working closely with members to identify key areas where members need support. Some time has been set aside at the forthcoming Annual Conference for members to contribute to this process.

Early discussions have identified two key areas of focus for the future. First, and of the highest priority, is the professional development of the members of HMC. Secondly, there is the need to develop the staff within the schools run by HMC Heads. In addition, the new HMCPD must take up the challenge of providing what the members want.

So far it has been discussed that the underlying rationale of HMCPD should be the provision of opportunities for staff within HMC schools that offer a coherent path that may be followed by any individual and ultimately should help that individual to reach their goal of Headship, should that be their ultimate ambition. In addition, it is felt that the programme innovates and responds to demand in as flexible a way as possible. The geographical diversity of membership also needs to be taken into account, as well as the growing need for on-site training provision.

So already it is anticipated that the new service will have a fresh emphasis and will be more focused on the needs of

individual members. Early discussions have identified that HMCPD should probably have three main functions:

- to provide services to support the professional development of all existing HMC members throughout their headship journey;
- to provide services to support the professional development of individuals comprising key constituency groups in HMC members' schools so that they can provide support for existing members to the best effect; and
- to provide services to support the professional development of high quality school leaders on the pathway to Headship so that the future of HMC as the association of Heads of leading independent schools is assured.

More information about the development of the new service will be emerging during the course of next year. In the meantime, colleagues who might wish to comment on any aspects of these developments can contact Chris King, Headmaster of Leicester Grammar School and Chair of the HMC Professional Development Sub-Committee on: reeves@leicestergrammar.org.uk or Dr Simon Letman, HMC Director of Professional Development on: sletman@btinternet.com

*Simon Letman is HMC Director of Professional Development.*

# Rugby versus fluffy kittens

## Gender equality in the independent staff room

Because of the sensitive nature of the material in this article, it is necessary to begin with a disclaimer: when I say 'I', I mean someone potentially like me (in terms of gender, *ie* female) living in the 21st century in one of any number of possible locations and working in any one of the august independent schools with which our nation is littered. Any resemblance to actual people, schools or circumstances is purely coincidental and may not have any basis in reality.

Anyway, I (or someone like me) began teaching in the independent sector seven years ago having previously worked with antiquarian books and manuscripts and (yes, I admit it) having taken several years off (eight, I think, although the details are hazy) to spend time at home with my children.

One of these past pursuits was viewed with some suspicion when I applied for teaching posts and one came in handy: preferring to limit myself to the domestic and actually bring up my own children took some explaining, but a tendency to be drawn towards the antiquated turned out to be just what was required.

It would be wrong to suggest that sexist attitudes persist in the staff rooms, corridors and classrooms of the independent sector. Wrong to *suggest* it, that is, but right to believe it. In my current school, evidence of enlightened attitudes includes the fact that there are now ("and have been for some years" – said with a distinct note of pride) separate toilet facilities for female staff.

Well, that's all right then – equality has arrived. The fact that the weekly detention rota still refers to the 'Master' in charge is surely just an oversight and doesn't actually mean that unreconstructed attitudes are alive and well even though nearly half the teachers in the school are now women.

These attitudes, although no longer part of policy, do seem to rear their ugly head when new appointments are made. A few years ago, I was made head of year in the boys' section of the school. What surprised me after that (once I'd got over the surprise of being appointed), were the comments made by one or two people who clearly thought it unwise of a mother of three to take on this extra burden – after all, who would do the dusting at home whilst I grappled with my new responsibilities?

It was also hinted that I might have got the post so that I could act as a 'mother figure' to those new Year 7s. Less subtle was the

(male) colleague who congratulated me on my unexpected appointment by saying: "If you were a bloke, I'd call you 'Goldenballs'." When I suggested that it might not be a totally bad thing to have appointed a woman, another male colleague muttered darkly about there being "more than enough women in this school already". The flip side of this can clearly be seen when men are appointed to teaching roles: the first question on many people's lips is not whether the new teacher will inspire the pupils in his subject area but whether he can coach rugby.

I'm not actually complaining about the lack of opportunities for women in the independent sector: it is fair to say that many women are now in positions of considerable responsibility. In my case, these currently include being teacher (or should I say 'Master'?) in charge of skirt length, make-up and height of heels – referring to girls only, of course, this is the independent sector after all.

It has also been assumed that I would take a close interest in cheerleading, simply because I'm a girl and it involves pom-poms. Questions on catering also tend to come my way and, if I'm lucky, I also get to go on stage at prize-giving and hand the prizes to the Head so that he can hand them on to the pupils concerned. At least I don't have to wrap them.

However, times are certainly changing (even though a quick glance at the editorial team and then through the pages of recent editions of *Conference & Common Room* could lead the disrespectful to conclude that this publication, representative of the independent sector, is rather male-dominated). Half of the SMT in my school are women – surely unthinkable 30 years ago.

Admittedly, the Head and deputy are both men and there has never yet been a woman in either role, but it now feels like a distinct possibility, should the right woman apply. I imagine many male colleagues are nervous about the prospect. Just think what it might mean: compulsory needlework and knitting for all; pictures of fluffy kittens to be hung in all classrooms and soothing essential oils to be wafted down corridors. Gone would be manly grappling on the rugby pitch. It would be replaced by subtle and curious displays of flower-arranging done against the clock and to the highest standards. I, for one, can't wait.

*Sue Bricket is a woman of mystery.*



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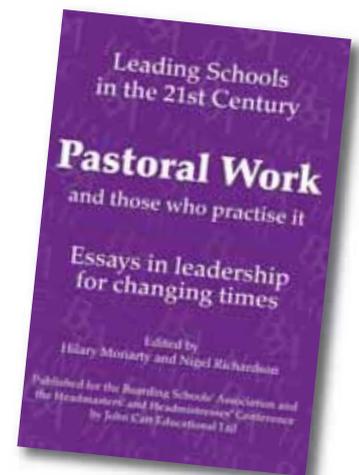
# Pastoral symphony

*Pastoral Work and those who practise it*

Edited by Nigel Richardson and Hilary Moriarty

John Catt Educational Ltd

ISBN 978-1-904724-80-3 Price £12.50



Volume five of the magisterial sequence, *Leading Schools in the 21st Century*, is now available. In some ways, Nigel Richardson, co-editor of all the books in the series and a frequent contributor, may be compared with Anthony Powell, editor, as it were, of the memoirs of Nicholas Jenkins, first person narrator of the novel sequence *A Dance to the Music of Time*.

Reading these 12 books, students of the 20th century recognise the landmarks of the period and even, occasionally, some great historical figures, such as Alanbrooke, who surges briefly through the pages of *The Military Philosophers*. Readers who have worked in parts of the independent sector will also recognise characters from their own experience or, more frequently, from school, university or Army folk memory, sometimes whole, sometimes cannibalised by their creator after the mode of Baron Frankenstein.

So it is with the various chapters of *Leading Schools*: we recognise events, challenges, problems, solutions and disasters from our own experience or from the legends handed down within school communities. Although the editor has not, as far as I know, commissioned a chapter on what to do when one of your housemasters is arrested for being, as the police supposed, Braddock alias Thorne, he has covered, or will cover, most eventualities in this massive undertaking.

Volume five, *Pastoral Work and those who practise it*, consists of 19 essays written by a wide variety of authors associated with both independent and maintained schools, who between them have tackled most of the jobs and all of the problems you can imagine. Their biographies, presented at the beginning of the volume are a good read in themselves. Here we meet a former professional footballer and a man who played cricket for Chile, an ex-academic publisher and an e-safety expert, the national director of the Boarding Schools' Association and one of the select band of HMC Heads formerly a director of music.

Nigel Richardson's introductory chapter is perhaps one of the reasons why this review has, so far, a literary flavour. All of those who have to speak in assemblies are in constant search of little gems with which to decorate their sometimes jaded addresses. At conferences one sees the higher masters of this art carefully transcribing the better jokes of visiting speakers and one can be fairly confident the same sort of thing will happen with this volume.

*Pastoral Work* is neither a *vade mecum* nor a troubleshooting guide. Whilst there is no reason why you should not carry it with you wherever you go, the book is not going to solve immediate practical problems as soon as you come across them. What it will do is put the reader in the right frame of mind and enhance the likelihood of pre-empting problems or dealing with them more sympathetically and effectively in the medium term when they do come up. It repays a first-off straight read through and then regular browsing.

Every chapter is worthwhile, but there are few more important tasks for a Head than the pastoral care of staff (chapter nine) because, as Richard Harman writes, 'our staff are our biggest and most important resource' and they are also, of course, the means through which good pastoral care is given to pupils.

In chapter six, Dale Wilkins explores the role of houseparents and here the very term itself indicates what a change there has been in the management of boarding houses. Dr Arnold brought about great changes by exerting his influence on senior boys so that all Rugbeians should be the better for their time at the school. Nowadays it is the houseparents who fulfil this role and the green baize door stands permanently ajar. If anything the task is once more the one Arnold faced: how to give the pupils in their last year the experience of pastoral responsibility, which will be so important in their working lives, when that responsibility is firmly – and legally – in the hands of the staff.

The legal responsibilities are ably dealt with by Sue Freestone and they are, like the terrors of the tightrope, paralytically daunting if you look down! It is necessary to know the law, but perhaps that would be less alarming if re-phrased as necessary to know the rules of the game.

Pastoral care isn't a game, of course, but it isn't a Kafkaesque trial. Most of the time most things go well. Sometimes things go wrong. This chapter offers a map of the legal terrain and the pastoral responsibilities that carry with them accountability. Compliance is an inescapable part of running a school, but those who take it seriously and follow good advice should be able to sleep at nights.

A common complaint against the mass of regulation of which schools and their staff now have to take account is that this mass weighs down in the form of a 'nanny state'. How can children grow up and move from childhood to adulthood if schools are forced to brain wash them with the mantra 'always

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keep a-hold of nurse for fear of finding something worse'? John Gibson and Daniel Cross have taken on the unenviable task of recommending good practice as pupils are prepared for lift-off. Chapter 14 offers ways through a landscape that is so contrary nowadays that it might best be described by Lewis Carroll. It is a good example of how complex secondary education has become and why professional excellence is essential in all schools.

That is what the Leading Schools series is about and training is increasingly a function of prime importance for associations

# Boss a nova

Millfield viewed from the hot seat

*Head over Heels*

by Christopher Martin

Published by Moonrise Press, Ludlow.

Price £14.99

ISBN 978-0-9539561-5-9

Christopher Martin was Headmaster of Millfield for eight years and this book is a series of snapshots taken in the last three of them. Getting things in perspective is a challenge everyone faces, but Headteachers have a professional as well as human need to do so. If, therefore, you are in search of enlightenment in this regard, *Head over Heels* can be to you what Alhazen's *Book of Optics* was to the artists of the *Quattrocento*.

All schools are unique, sometimes for reasons that are quite hard to quantify. But Millfield is very obviously different. It is big; it has extraordinary facilities; it is a cynosure for the press; its founder, Jack Meyer, was seen as a maverick by the contemporary educational establishment, a reputation transferred, much after the manner of a knee-jerk reaction, to the school for a long time after he retired, and so it has only fairly recently joined HMC.

Like Eton, it's a school all sorts of people have views about, often untrammelled by such niceties as balance, accuracy or knowledge. In short, it's a name to conjure with if you are seeking to bestir the lightly slumbering demons inside the heads of the readers of the *Tabloid Tendency*.

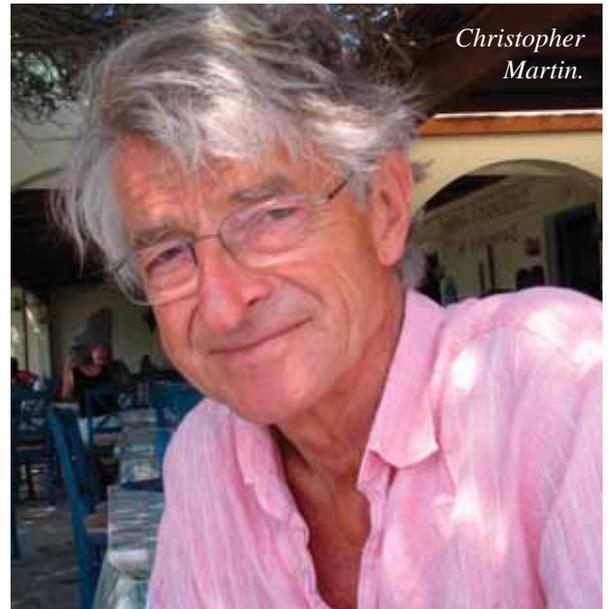
But this is not a history of the school, let alone a prospectus. It is, strictly, nothing more than a selection of pages from a Headmaster's diary. The view from the Head's study is never the same as a view from elsewhere in the school and the events that occur there tend to be more highly charged than most. If you then add the Millfield factor, things move from sepia to glorious Technicolor with a soundtrack from Elmer or even Leonard Bernstein.

At one point the author remarks that, at the current count, four parents are suing him. If any Head feels they have been dealt a particularly bad hand of parents, they should read this book and will find consolation. Equally, those for whom the press is a

such as HMC. A wise Head will make these books available to all their staff and the editors and contributors should be inundated with feedback.

Like all the volumes in the series, *Pastoral Work* is a starting point for learning and debate and there is no monopoly of wisdom in the Head's study. Though no one would dispute that, if you want incontrovertible proof it's there in the afterword by the past master of the assistant master's take on life.

*The next volume in the series, on public relations, marketing and development, and will be published in Autumn 2010.*



great trial may take consolation from the clear evidence in these pages that it is indeed, but that all newspapers are tomorrow's fish and chip wrapping, that the circus inevitably moves on and that 99% of the constituency will be wholly unaware of the events that have loomed so large in one's own consciousness.

The author's brief Foreword is also instructive. Although there are one or two Heads in HMC with active military experience, there are surely none who did National Service. However, in the days when many Heads could, without a moment's pause, rattle off the numerical military identity given to them in their National Service by a grateful nation, perhaps the governors of Millfield realised that a commission with 10th Gurkhas and a tour in Malaya would give that extra edge of understanding of how to manage a school, which started in Street in 1935 with seven Indian pupils (six princes and one commoner), three of whom left within five months.

One reason why these anecdotes will appeal to many is the fact that Millfield is now attended by all sorts and conditions of children. It is therefore possible to find relevant comparisons, even if the *dramatis personae* in your school may form a rather less glistening cast list than the one at Millfield – and one with fewer horses!

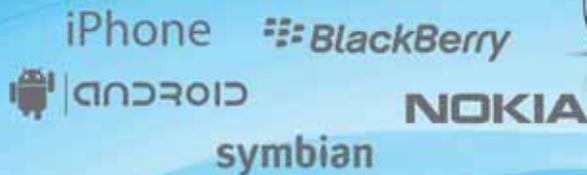
Like all Heads, Christopher Martin is rescued from bad days by the never-failing resilience and talent of the pupils. Like all Heads, he has his moments with staff and governors and, like all Heads, he knows where the buck stops. The final pages of the book are remarkable for their clarity and lack of self-pity as the minor but moving finality of retirement is overtaken by the absolute finality of the death of a pupil.

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# The naked Headmaster

*Notes from the Jungle*

by John Price

Published by Bright Pen

ISBN 978 0 7552 1111 1

In 2004, John Price became Principal of Jerudong International School in Brunei Darussalam. To spare your blushes, Brunei is an independent Sultanate contained within the Malaysian state of Sarawak, where, as Charlie's Aunt might have said, the headhunters come from. Rather more to the point, it's where the oil comes from now and, although the Sultan no longer figures prominently in the Forbes rich list, this is a place where people and companies can afford independent school fees.

The author describes his book as: 'a ragbag of recollections and reflections on leading an international school and on the practice of British education at home and overseas'. It is a book his friends begged him not to write 'for his own sake', and, although *Notes from the Jungle* may make it unlikely that its author will ever get a Headship in the UK, the pleasures and challenges of his present job may make it equally unlikely that he will ever really want one.

John Price should be familiar to regular readers of *Conference & Common Room* – an ampersand too many for his proof-reader – as the contributor of several wryly humorous reports from the expatriate scene. As befits a former Winchester don, the authorial voice is often tongue in cheek and, if taken at one of his own valuations, he might be seen as a mildly cynical and certainly disengaged observer of the current educational field.

*John Price, Principal of Jerudong International School in Brunei Darussalam, is second from the right.*



This book, however, dispels that utterly. The Principal of JIS clearly takes his job seriously, is genuinely, perhaps even passionately, interested in education. His reflections on current initiatives and the value of, for instance, the IB are well worth reading. When he looks at the Finnish system of education he wonders whether it will transplant to the tropics: he is constantly on the look out for new ideas, whether from the mandarins of the Finnish educational establishment or from his own sixth form where, he chastises them, he doesn't see much intellectual edge. 'Where is the zing, the p'zazz, the go-getterishness?'

For his part, the Principal is definitely pulling his weight. The descriptions of recruiting staff are as instructive as they are entertaining and, once recruited, he works hard at keeping them up to the mark. He is concerned about a rather older physicist from day one but is unable to keep him from the demon drink, for all that Brunei is a 'dry' state.

Two young historians seem incapable of living in neighbourly harmony, the weapon of choice in their border dispute being the disgusting smelling durian tree. Only decisive action from the Principal can save the day. On the other hand, in an episode all too familiar to those Heads who have ever had the temerity to see how a perennial problem can be solved by a simple adjustment of the timetable, there are times when he finds it better to give ground in the face of parental disapproval, *reculer pour mieux sauter*.

And finally there are times when he just has to let nature take its course, as two ladies from the chemistry department and the PE coterie circle at the staff social for the favours of the recently and hurriedly recruited physicist, young and handsome as opposed to ageing and alcoholic. But all this is put in the shade by the voluntary experience of a full ISI inspection.

Just as you have John Price pegged as a minor Somerset Maugham, he reveals his ruling passion for making JIS into an outstanding school and keeping it so. He may wax lyrical and critical over 'Blighty', he may be – he is – worthy of reading as a way of putting HMC and all the furores of our educational scene into perspective, but in the end you should buy and read this book because it tells of the love affair that all Heads must have with their schools if they are to be any good at the job.

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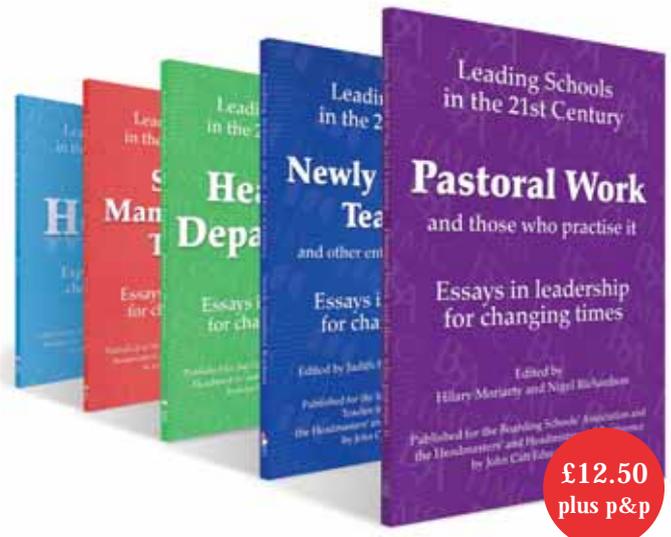
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# The seven deadly sins

## 5. Wrath

A few months ago the letters page of *The Daily Telegraph* was besieged by readers gleefully quoting from their old school reports – mementoes of a long-vanished era when teachers did not hesitate to disguise their contempt for the stupidity of those in their charge, as long as that contempt could be pithily crystallised in some Wildean aphorism.

Reading these letters and then unearthing my own reports from the 1960s and 1970s for comparable gems, I was chiefly struck by a sense of my teachers' anger at my numerous failings – and then, as I thought about it some more, by memories of what a huge part Anger generally played in our teachers' dealings with all of us during those distant days.

At the very top of the school was a Headmaster so titanicly glacial in his outlook that those of us waiting on the chairs outside his office began to shiver uncontrollably even before being ushered into His Presence. Then there was the sharp-eyed history teacher, an individual so breath-gaspingly skilful at spinning from the blackboard and flinging his chalk at us (two actions performed simultaneously) that I still regard any broken piece of chalk less as an educational tool than as battlefield shrapnel.

And then, if my scrambled senses have now had a few years to repair themselves, there was a geography teacher who used to begin every lesson by smashing me over the head with his mark book, an act I am destined to replay again and again in dreams where my mark book is ten times thicker than his and he has to sit with his head spinning whilst I proceed to finish him off with spirit-quenching statistics about Siberian bauxite deposits.

Although film historians routinely describe Lindsay Anderson's *If...* as 'a surrealistic masterpiece', I regard most of it (tigers and machine-guns apart) as a perfectly realistic portrayal of the way things actually were, above all in the sense it conveys of a world in which anger could be uninhibitedly expressed.

In a seemingly endless game of 'Them and Us' – a game in which parents played no part whatsoever – there was always something to get really *really* angry about: an 'unfairly' worded set of exam instructions; the fact that the Tuck Shop closed at the weekend; the timing of the Annual Steeplechase (when even the school dead were commanded to run) so that it might coincide with unprecedented hail and snow...

And, as for the teachers, who could say that they lagged behind in temper and tantrum? 'Losing your rag', as we quaintly put it, was always at least one of each lesson's objectives, with differentiation unsparingly applied to the foolish or weak or those (and there were quite a few of us) who didn't quite make it into the pampered enclave of the First XV.

All this sounds like a major venting of spleen, but the truth of it (believe it or not) is that I actually enjoyed my time at boarding school. If there was plenty of anger around, it wasn't the kind of anger that William Blake talks about in *A Poison Tree* – the simmering wrath that poisons everyone because it lurks and breeds in the dark. Nowadays, however, teachers face a harder challenge.

*Alistair Macnaughton.*



Dealing with the anger of others – and increasingly the anger of those few parents whose sense of entitlement has run rampant – teachers cannot express anything apart from the cheerful stoicism expected of us. As our reports become blander, as even the most well-meant criticism of our pupils has to be hedged around with a garden of praise, as we strain every nerve and sinew to smile at some government-led initiative that is, in fact, annoying us mightily, the pressure increases...

Reading in my newspaper of yet another teacher suspended because he gave in to the impulse to remove a threatening pupil from the classroom, one is left with the feeling that something, somewhere, is bound to give. Will good sense prevail before the volcano erupts?

*Alistair Macnaughton is the Headmaster of the King's School, Gloucester.*

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Blackheath  
Casterton  
Christ College, Brecon

Dame Alice Harpur  
Dunottar  
Farlington  
Haileybury  
Hampshire Collegiate  
Heath Mount  
James Allen's Girls'  
Kent College

Kimbolton  
Kings, Bruton  
Laxton  
Northampton High  
Norwich  
Notting Hill & Ealing  
Oundle  
Perse Girls  
Peterborough

Portsmouth High  
Queen Mary's  
Queen Margaret's  
Rendcomb  
Roedean  
Ryde  
Seaford  
Shiplake

The Beacon  
The Grange  
Truro  
Truro High  
Windermere  
Wisbech Grammar  
Woldingham  
Wykeham House  
York Minster

