

Summer Term 2010 • Issue 68

# Prep School

*Reflecting the best in the prep school world*



**Inside:**  
***Life in South Africa***  
***The magic of maths***  
***An English Governor in Kuwait***



***satips***

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# Prep School

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# So it's goodbye from me...

It has been a long and interesting journey. And now it is over. Many would say it was well past time to put the old boy out to grass. The parting has come because IAPS has pulled the plug on *Prep School*, choosing to use the money in other ways to promote their schools, aims and ideals.

Only time will tell whether this decision is right or wrong. **satips** is now taking sole control of the magazine and I wish **satips** all that it wishes itself: Michèle Claire Kitto, the new editor, will certainly benefit from the technical support offered by the staff at John Catt. Whatever I have achieved in recent years would not have been possible without their enthusiastic and skilful support.

My first issue was in September 1996 and featured a piece on the 25<sup>th</sup> anniversary of the IAPS Orchestra Trust, itself abandoning its courses last year. The concert brought me to Suffolk, where I had been on a number of occasions before as an Ofsted lay inspector. Not that we ever saw much of the countryside. But I saw enough to know that I would like to live there.

Whilst I was working at Snape, my future wife made a whistle-stop tour of the agents in and around Southwold. She produced a short list for us to visit on the Saturday afternoon before the Snape concert. As a result we made an offer for a 250-year-old cottage in Blythburgh, overlooking the Blyth estuary only having been inside for 15 minutes. We did not visit again until we moved in. How's that for a leap of faith? And what a wise and wonderful decision it was.

There was, perhaps, a similar leap of faith from John Morris, then general secretary of IAPS. He rang me earlier in the year, a little while after I had left *The Times*, to ask if I could think of anybody who could take over *Prep School* to replace Anne Kiggell who was retiring. I said I would call him back if I had any useful thoughts. The penny soon dropped, I could do it and after an interview with the chair of the Joint Editorial Board and the then chairman of **satips** I was duly appointed. I am still not sure whether the inscrutable Morris had me in mind as a possible candidate when he made that call. His calm presence is missed.

It took me a while to understand and appreciate the importance of **satips** to the magazine and the JEB. I always tried to serve the interests of both IAPS and **satips**, although this was not always enough to satisfy some of its members.

If I was to offer any advice to the new broom coming in, do whatever you can to serve the interests of all prep schools and those who work in them, not a sectional interest. If you don't, the outlook for *Prep School* would be bleak indeed.

And so it's goodbye from me. And good luck to you.

**David Tytler**  
Editor

# This way to school improvement

By Paul Ainsworth

In today's economic climate it can be easy to dismiss the concept of school self-evaluation as a bureaucratically led, tick box exercise that has nothing to do with the realities of leading a prep school and ensuring the school's future. Indeed many experienced senior leaders in prep schools would suggest that they could evaluate the effectiveness of a school after being in the place for an hour: and in general terms, some senior leaders will have this skill.

Nonetheless, unconsciously, senior leaders are applying evaluation criteria. They would be observing the relationships, the quality of the environment, and the sense of purpose in all areas of the school. One head said: "Above all, I was listening to the staff and pupils, taking their comments at face value and asking the individuals the question, how do you know?" Such a broad brush approach can actually prove very effective but it does not necessarily include the solutions needed to address the thorny issue of school improvement.

Accurate self-evaluation can be an important part of inspection. As many heads will know the Independent Schools Inspectorate (ISI) provides an optional form for schools to use called the SEF. ISI comments that schools who do use this process have found it helpful. However they do not require schools to follow particular patterns of self-evaluation. This is different from England's state sector where self-evaluation for Ofsted has been a formal part of the headteacher's role since 1993 as the Headteacher Statement. This has been through a number of incarnations and in

2005 became the Self Evaluation Form.

The criticism that can be applied to any inspection regime is that it may make judgements, but in reality it is the staff and the pupils within the school who are best placed to study the workings of the school and the outcomes it delivers. It is the school which can really analyse performance, define the next step and monitor and evaluate the progress of the pupils in the school.

In a prep school where senior leaders feel they know the staff very well, often the difficulty with writing any form of self-evaluation is not drawing the conclusions. Many senior leaders know the strengths and areas for development of their school. Heads of department or sections may complain that they know the strengths and weakness of their department; they just need the time to put them right. The difficulty with self-evaluation is the evidence base that you draw upon.

In some schools we can feel we are drowning in a sea of statistical acronyms with CE, FFTs, CATs, PIPs, MIDYis and CVA to name but a few. Whereas for other areas we feel we are just relying on opinion and don't have anything solid to base our views upon.

The real art of self-evaluation is having a varied diet of methods that provides the evidence we need, whether it is for addressing an internal issue such as a governors' report or the competence of a member of staff. Or your school could be developing a submission for external accreditation such as the Healthy Schools' Award, Investors in People or the NACE challenge

award which accredits Gifted & Talented provision.

The best self-evaluation is often based on a triangulation of evidence, where a number of sources all point to similar conclusions. This is especially important if the self-evaluation is for internal evidence such as a senior team reviewing the performance of a department, a house or section of the school. Middle leaders will feel at best very uncomfortable or at worst, victimised, if they feel findings have been drawn from one, potentially biased, evidence source.

So what different types of evidence can teachers draw upon in self-evaluation? In previous articles for *Prep School*, lesson observations, work scrutiny and pupil focus groups have all been considered. Schools with the strongest self-evaluation systems use these tools in harmony to review a certain section of the school. Senior leaders have to strike a careful balance in probing the educational issues in the school without placing teachers under excessive pressure, as this detracts from the focus on the learning of the pupils they teach.

There is no doubt that self-evaluation is a process that is here to stay. It is certainly true that whatever the stage of our career, or our place in a school hierarchy, if we really want to make improvements we must objectively analyse the effectiveness of our performance.

The author's new book, *Developing a self-evaluating school: A practical guide*, is published by Continuum Press, ISBN: 9781855395367

# satips goes it alone

Michael Denton, chairman of *satips*, looks to the future

Over the past 20 years, *satips* is proud to have been associated with IAPS in the successful publication of *Prep School* magazine, which has reflected the interests of both organisations. Now *satips* plans to continue with the publication on its own, with the help and support of many individuals and organisations involved in the prep school world. *Prep School* would not be the success it is without

experienced editorial guidance, and we owe an enormous debt to David Tytler, who has done a magnificent job as editor over the last 14 years. He leaves the magazine in good heart and we thank him warmly for everything he has done.

Stuart Thackrah, as chairman of the Joint Editorial Board, has led the team skilfully and with good humour. It has been a pleasure to have worked so closely with him

and, as I take on the chairmanship, I hope that Stuart will continue to give advice and guidance in the future. On behalf of *satips*, I offer Stuart my grateful thanks.

The new editor is Michèle Kitto, whom many of you will know from her work organising professional courses and our annual Art Exhibition. We welcome her and wish her well with her brief, *Reflecting the best in the prep school world*.

## Meet Prep School's new Editor

Michèle Claire Kitto is a prep school teacher with more than ten years teaching experience, a parent, and freelance writer and editor. Having worked in a range of prep schools – large, co-ed, single sex, day and boarding – she is currently head of art at Abingdon Prep School.

Michèle is a former IAPS art co-ordinator and previous member of *satips* council and *satips* broadsheet editor. She currently acts as co-ordinator and tutor for *satips* art and DT courses and the annual prep school Art Exhibition.

For the last three years she has been editor of *START* magazine, an educational publication for teachers of pre-school, primary and KS3 art and design, as well as writing art and design teaching resources for A&C Black.



### Get in touch with Michèle Kitto

Send all your news and pictures to her care of John Catt Educational Ltd,  
or email her at [editor@prepschoolmag.co.uk](mailto:editor@prepschoolmag.co.uk)



# Bringing home the harsh but sometimes uplifting reality of life in South Africa

By Richard Hudson

St. Andrew's School, Pangbourne, has supported two African schools for a number of years now, and in 2007 arranged a trip to visit the more accessible one, The Grace Christian School in Siyabuswa, a South African township two hours' drive north-east of Pretoria.

In 2008, St Andrew's arranged for the Head and chair of governors of The Grace to visit St Andrew's and a range of other schools in England. In 2009, two Grace pupils visited St Andrew's before the second visit to them from Pangbourne, when six pupils, aged 11 to 13, went with the head and registrar, travelling *en famille* in one hired vehicle.

The group stayed at the base of the mission, Hope For Africa, which runs the school and a number of other projects. The mission was started and is still run by Dr

Hendrick Mahlangu, whom St Andrew's met on a visit to Reading in 2004, just when the school was looking for a charitable project. I have since joined the trustees of its English support group, so I can see exactly how the money we donate is needed and spent. The school would have very little were it not for its British supporters.

Before each visit the children did some fundraising to pay for equipment that was either sent ahead or taken by the group or purchased in Africa. Pupils and staff gave newspaper interviews before and after the trip; they also gave radio interviews making an audio-diary for one station and appearing on Meridian TV.

Whilst at The Grace the group from St Andrew's observed and taught lessons, visited homes,

learnt about the local Ndebele culture, inspected and advised. The group received an incredible and humbling welcome and made many friends. Pupils learnt a tremendous amount and came back to enthuse other pupils through talking at school assemblies. St Andrew's has now set up a child sponsorship scheme.

Some will baulk at the risk assessments, the cost or the environmental downside of long-haul, but I would strongly recommend making a trip like this. It deepens relationships and brings home to pupils the reality of life in the Third World in a way nothing done just in Britain ever could. It has spurred the collective conscience, faith and giving, and made us grateful for things we took for granted. Pupils are already planning to go back in their gap-years.

Schools considering a trip need to have good contacts established first, and perhaps a preliminary visit would be best to reassure concerned parents. South Africa is, of course, one of the easier countries to try because of its infrastructure and health provision, though there are crime risks in some areas. But do not let risk assessment fears put you off. Our hosts cared for us well and our children felt safe. If I can be of assistance to anyone contemplating such a venture, please contact me at: [dephead@standrewspangbourne.co.uk](mailto:dephead@standrewspangbourne.co.uk).

The author is deputy head of St Andrew's, Pangbourne





## Imogen Taylor reflects on an amazing spirit

**J**uly 2009, six pupils and two teachers from St. Andrew's School, Pangbourne, flew to Johannesburg in South Africa to visit our sister school, the Grace School. We were going for a cultural exchange, and to meet the people who were going to benefit from the funds raised by our school.

Located in a rural community some distance from Johannesburg, the Grace School was full of wonderful, kind people. The children and teachers welcomed us with such affection that I never once felt bewildered by being on a different continent. They were all so happy

and eager to show us their school. The spirit of the school was amazing, the children had a thirst to learn and a huge desire for friendship, although sometimes their enthusiasm overruled their discipline. On the other hand, the delightful school was very under-equipped. The plain, cold classrooms contained some simple tables and chairs, a few textbooks and some handwritten posters on the wall. I was shocked to discover that the nursery was a colourfully painted, corrugated iron shack, with a dusty enclosure, strewn with glass, for a play area.

However, what the facilities left to be desired was made up by the pupils' and teachers' friendliness and joy. I met some incredible people whom I will never forget, and whom I feel privileged to have made friends with. The children never stopped giving us gifts; presents of sweets, drawings and bracelets, but also gifts of love and music. The children and teachers sang emotional songs of worship every morning, and they sang with such passion that it brought tears to our eyes.

It was a life-changing experience and I won't forget the things I saw or the remarkable people I met.

## Finlay Garland reports on heart-rending sights

**L**ast summer, I visited the Grace Christian School in Siyabuswa, South Africa. I really wanted to help the children out there, particularly the AIDS orphans. I wanted to learn about a culture that I had never come into contact with before, but most of all I wanted to see how my school could help.

We first arrived at the Grace School during an extraordinary assembly, which included some amazing singing. These assemblies (held every day) evoke wonderful

emotions and feelings. We spent much of our time helping in different classes. I was really struck by how little they had. The most heart-rending sight was the nursery. The children worked in a corrugated iron shack with no facilities. They had a few plastic animals and a grand total of five books.

Outside the school, we visited the homes of some of the families in Siyabuswa – from the relatively rich to the poorest. I was moved by how

cheerful the poorest were, despite living in conditions we found shocking. We also went to the Botshabelo cultural reserve that took us through three 'villages' from different ages of the Ndebele tribe. A short visit to the Kruger National Park allowed us to see, amongst others, a leopard, two cheetahs and a herd of elephants. I have learnt so many things from this trip, but most importantly, that these wonderful people only need a little to take them a long way.

# New year – new government?

Richard Garner, Education Editor of The Independent, looks forward to the trials and tribulations which will face independent schools in 2010

There is something of a Groundhog Day about the way independent schools were feeling as they approached the New Year. The threat of the Charity Commission removing charitable status still remains, albeit put into perspective by Dame Suzi Leather, who chairs the Commission, when she addressed the Headmasters' and Headmistresses' Conference (HMC) in the autumn.

Private schools are also facing the financial implications of the recession, with one in three schools reporting a drop in the number of pupils, according to a survey by the Association of Teachers and Lecturers, the union with the largest membership in the independent sector. Then there is the intriguing prospect of the fall-out from the Conservatives proposals to set up a new breed of independent state schools if they win the election, which is likely to take place in May.

Let us take the threat from the Charity Commission first. Dame Suzi, in an emollient speech to the HMC in Liverpool, made it clear that schools would be given five years to get their house in order if they were deemed not to deserve charitable status as a result of an inspection. She also told them frankly that as she did not have an inspectorate at her disposal it was unlikely any of them would face a visit from the Commission over the next 12 months. Against this, though, was the evidence from the results of the first round of inspections, which showed that two prep schools had, indeed, failed to convince the commissioners they deserved charitable status. At the end of the year it appeared that if the Charity Commission could muster up enough resources to

carry out inspections there was a real threat to status.

The critical point appeared to be whether the individual school was providing enough bursaries for poorer pupils. At the end of the day, though, the independent sector may be pinning its hopes on a change of government. Michael Gove, the Conservatives' schools spokesman, has said that he believes the Commission is interpreting its powers under the new legislation too stridently. Given a change of government, we could well be seeing a change in guidance given to the Commission and a change in leadership at its helm, too.

A change of government could also see the establishment of Swedish-style 'free' schools up and down the country. The Conservatives want to adopt the model of allowing groups of parents, groups of teachers, commercial companies and faith groups to set up their own schools with funding from the state. The idea is that they would have the freedom to provide the kind of education enjoyed by those who send their children to independent schools but not to have to pay for it. If it is successful, it is quite easy to see that it could be a threat to the private sector, particularly at a time of recession when growing numbers of parents are finding it difficult to afford fees.

However, while the method of delivery of the programme is different, I have heard prime ministers and education secretaries since John Major's time, talking of giving parents the freedom to run their own state schools. Take-up of the idea has been limited partly because parents' attention span to the running of schools only lasts as

long as their children are in them. By the time they would have established their own schools, a couple of years of their child's education could have gone by.

In addition, I seem to recall that the Labour government's academies programme, which set up the idea of privately sponsored state funded schools, was originally cast as a threat to the independent sectors. Blairites insisted it would help to woo the middle classes back to the state sector. So far, though, there is nothing in the statistics of take up of independent school places to suggest this has been the case. One intriguing aspect of this programme is that the Swedish are adamant it will not work unless the Conservatives are prepared to allow providers to make a profit out of running schools. So far Michael Gove has said that will not be the case.

So we have two threats, which, I believe, may not be as menacing to private schools as they may have seemed at first sight.

Next we come to the impact of the recession. So far, independent schools have been quite bullish about this, saying numbers are holding up, possibly with the help of moderated fee increases from the sector. The evidence from the ATL survey, however, was interesting. It appeared that parents were reducing the amount they were spending on their children's education, with the result that day schools established near to boarding schools were benefiting, as parents decided they could no longer afford boarding fees but still wanted their child to be in the private sector. There also seemed to be growing evidence of schools offering incentives to woo parents.



More than 100 children took part in a Prep Schools' Orchestra Day held at Dulwich Prep School, Cranbrook, for musicians from various local schools, whose playing standard was at Grade 3 or above. Schools represented were Marlborough House, Holmewood House, St Ronan's and Darvel School, who all converged on Dulwich Prep's John Leakey Hall to be briefed on the day ahead. Three pieces were to be rehearsed, with a performance to parents at the end of the day. Staff from all the participating schools took sectional rehearsals throughout the day, with instrumentalists from all schools practising together. The children worked incredibly hard and at the end of the day, the John Leakey Hall was filled with children and instruments for Wagner's overture from *The Mastersingers of Nuremberg* and Bizet's *Farandole* for full orchestra, as well as music from *Pirates Of The Caribbean* for strings and percussion. The audience of parents was really appreciative.

## Calling all young musicians

By John Tolputt

Brilliant young musicians often fill the soloist spotlight or lead the musical scene in their schools, but may find it harder to find orchestral experience with other talented players of their standard. And they may not have had the unique chance to live and work with their peers for a full week, sharing music, getting to know each other, rehearsing hard and ending their experience with a performance of professional standard under a celebrated conductor.

The National Schools Symphony Orchestra (NSSO) holds an annual summer residential course, currently at Millfield, but with plans to hold the 2011 course in the Midlands.

The courses are infused with the spirit and inspiration of their patrons, Patrick Doyle and Sir John Eliot Gardiner, and directed by David Evans. Conductors have

included Mark Shanahan and Peter Donahoe. Patrick Doyle, who wrote the scores for box office hits *Gosforth Park*, *Harry Potter and The Goblet of Fire*, and *Bridget Jones' Diary*, takes an active part in the courses and sponsors bursaries for participants from maintained schools.

Whilst there is no formal requirement for course members to have reached a particular grade in practical examinations, most members of the orchestra are working at Grade 7 or above. Auditions take place at centres all over the country.

The original purpose of NSSO was to allow members of the IAPS orchestras (IAPSOT) to continue their music making as they moved on to senior schools. Following the demise of IAPSOT, NSSO has opened its doors to talented pupils

of 11 upwards; the age range of the courses is now 11 to 18.

In my time as a non-musical Head of The Purcell School I was startled to find that musicians are also human. NSSO recognises this. Students return year after year to share in the experience of finding new music, but also to have fun and make friends.

The orchestra explores much of the major symphonic and concerto repertoire. Care is taken to tailor the courses to the ability and needs of students in any particular year.

Time with distinguished instrumental coaches is a strong part of the support during the week, and confidence grows with experience.

For further information visit the website [www.nssso.org](http://www.nssso.org)

*The author is chairman of NSSO*

# A chance to brush

**Answer the following questions on famous individuals in world history**

Who was the ancient Greek thought to be the author of the *Iliad* and the *Odyssey*?

Who was the roman slave who led a rebellion in AD 73?

Who was the warlord who founded the Mongol Empire in the 15<sup>th</sup> Century?

Which Italian painted *Mona Lisa*?

Who was the Austrian composer who was composing and playing by the age of six and by the time of his early death had composed more than 600 works?

Who was the Russian ruler who founded a capital city on the Baltic 300 years ago?

Who was the inventor of dynamite who also established prizes in his own name?

Who was the Russian Communist leader who was murdered in Mexico in 1940?

**Which English ruler?**

Was the youngest son of William the Conqueror and seized the throne in 1100

Was known as *Coeur de Lion*

Died in 1216

Was defeated by the Scots at the Battle of Bannockburn in 1314

Was king at the time of the Peasants' Revolt of 1381



Won the Battle of Agincourt in 1415

Married Philip of Spain in 1554

Was executed in 1649

**Match the Victorian writers to their books**

*A Tale of Two Cities*

Charles Dickens

*Notes on Nursing*

Arthur Conan Doyle

*Through the Looking Glass*

Rudyard Kipling

*The Adventures of Sherlock Holmes*

Lewis Carroll

*The Jungle Book*

Florence Nightingale

**Answer the following questions on military history**

Which of three battles of 1066 came between those fought at Fulford and Hastings?

What happened at the Battle of Halidon Hill in 1333?

*Flowers of the Forest* is a bagpipe tune often played at military funerals but was supposedly written to lament the death of the King of Scotland and thousands of his men at which 16<sup>th</sup> century battle?

In which war were the battles of Edgehill, Newbury and Lostwithiel?

In which battle of 1685 was the Duke of Monmouth defeated by the forces of his uncle, James II?

Which year, in the 1750s, was known as the Year of Victories because of British military success at Quebec, Minden, Lagos and Quiberon Bay?

What happened at the Battle of Yorktown in 1781?

What hardwearing footwear was named after a famous British general?

In which battle in South Africa in 1879 were 11 Victoria Crosses awarded?

What, in World War One, was the codename of the Trench Crossing Machine?

**Who or what were the following?**

Druids

*Beowulf*

Maiden Castle

Book of Kells

Wergild

Fosse Way

Princes in the Tower

Auld Alliance

Long Parliament

Levellers

Enclosure

Jacobites

Quakers

Tolpuddle Martyrs

Fenians

Old Contemptibles

Ultra Secret

NATO



**Explain what happened on these dates?**

15 June 1215

18 June 1815

25 October 1854

6 June 1944

22 November 1963

21 July 1969

**Answer the following questions on the history of London**

What was traditionally sold at Billingsgate Market?

What was the name of the coffee house, started in the late 1690s, which became a meeting place for sailors, merchants and insurance brokers?



# up on your history



“Is it not strange to think that they who ought to be considered as the most learned and civilised people in the world that they should carry on traffic of the most barbarous cruelty and injustice.” What traffic was the author of these words in 1787 referring to?

Vauxhall, Waterloo and Southwark were the names given to what similar constructions by John Rennie between 1810 and 1820?

What was the Great Stink of 1858?

**For what were the following famous?**

Cassivellaunus  
Thomas Becket  
Geoffrey Chaucer  
John Cabot  
William Kidd  
Abraham Darby III  
Matthew Boulton  
Edward Jenner  
Sir Humphrey Davy  
Michael Faraday  
Sir Walter Scott  
Lord Palmerston  
Alexander Bell  
Edith Cavell  
Amy Johnson  
Bomber Harris  
Margaret Thatcher

**Answer the following questions on Britain's economic and industrial history**

Which part of Britain was the most important centre for mining?

What was founded in 1694 to lend money to the English Government?

What was Britain's main industry and primary export before 1800 and was based in East Anglia, the West Country and parts of Yorkshire?

What form of transport had a network of more than 2,000 miles by 1830, but became uneconomic with the arrival of the railways?

Which English city was the centre of the cotton industry in the 19<sup>th</sup> century?

What was designed by Brunel and was the largest vessel afloat when launched in 1843?

What structure, completed in 1890, was the world's first major steel bridge?

What natural resource was found under the North Sea from the 1960s onwards?

**Answer the following questions**

Which is the only one of the Seven Wonders of the World still largely intact?

What is the modern name for the Roman town of Verulamium?

Who was the first Archbishop of Canterbury?

What was founded by St Columba in the 6<sup>th</sup> century, became a centre of Christian learning before being destroyed by the Vikings in the 9<sup>th</sup> century?

Who was adopted as the patron saint of England and is commemorated each year on 23 April?

Which community was massacred in York in 1170, expelled from England by Edward I and allowed to return by Oliver Cromwell in 1656?

The first known British reference to this game was in 1457 when the Scottish Parliament regretted its popularity, along with football

because it distracted young men from archery practice. What game was it?

Complete the following rhyme about the wives of Henry VIII: divorced, beheaded, died, divorced, beheaded...

Which was the last of the original 13 colonies in America to be founded, named after the British king who granted its charter in 1732?

What has been seen by astronomers since at least 240BC, was recorded on the Bayeux Tapestry and named after an 18<sup>th</sup> century British scientist?

Which early 19<sup>th</sup> century British poet was once famously described as “mad, bad and dangerous to know”.



For wearing what was James Hetherington arrested in London in 1797 and charged with wearing a “tall structure of shining lustre and calculated to disturb timid people”?

What was sold to the British Government in 1816 by Lord Elgin, placed in the British Museum and is now wanted back by Greece?

What was the secret World War Two project known as Operation Piano?

What type of history is genealogy?

**Now check your general knowledge** See page 28

# From Quakers to Quacks via a bar of chocolate

**M**ore than 700 candidates tackled Paper One in the Townsend-Warner History Prize this year, with the very early date causing problems for some schools: next year, the date of the paper will be a little later. Many candidates made a fine start, with some achieving nearly perfect scores over the first three questions. Thereafter, some found the paper rather hard. Coming first this year, and by a considerable margin, was William Drake from King's College School, Cambridge. His paper was an excellent one,

Congratulations too to three runners-up, Jack Hagger and William Monaghan, both from King's College Junior School, Wimbledon, and Sam Watling, Brighton College Junior School. Completing the elite list of those who reached the 70 mark were Joshua Williams, Dumpton School, Alexander Spacey, Boundary Oak School, Joseph Flannery-Sutherland, Woodcote House, Sebastian Clark,

Shrewsbury House, and Benedict George, The Hall.

King's College Junior School, Wimbledon, had the strongest school representation but there were also strong entries from St Paul's Preparatory School, King's College School, Cambridge, Shrewsbury House and Twyford, with Quanton Hall and The Hall also doing well.

After the relative ease of the opening questions, there were more difficulties. Not many identified 1759 as the 'year of victories'; wergild tended to be confused with Danegeld; fish was the answer to the Billingsgate Market question and there were, understandably, many offerings of Starbucks instead of Lloyd's. Not many identified William Kidd as a pirate; 18<sup>th</sup> century industrialists, Darby and Boulton, were not well known, but scientists Jenner and Faraday were; Sir Walter Scott was often muddled with Captain Robert Scott and not many recognised Harris as the

leader of Bomber Command for much of the Second World War.

As usual, whether intentionally or not, the scripts contained some amusing answers. One script, not entirely wrongly, linked Quakers to Cadbury; inevitably others wrote porridge, while one candidate thought they were fake doctors. I also had some sympathy with the answer on the 17<sup>th</sup> century radical group, the Levellers, which claimed that they took part in the Highland Clearances.

My thanks, as ever, go to all who continue to pass on the fascination of history in all its forms to those they teach. In a crowded syllabus and under pressure of examinations, that cannot be easy. Yet it remains abundantly clear from many of the scripts that there is enthusiasm, as well as knowledge, in the work of the next generation.

Hugh Thompson  
Harrow School

## Prep School Post

Redundancy at 58 is hardly to be welcomed, particularly after a ten-year deputy headship, but some things have to be faced. I have already greatly enjoyed one maternity leave as acting head of French at Lancing Prep (Hove) and am shortly to be acting head of religious studies at Dulwich Prep, Cranbrook. This is after declining an interview for a headship in Surrey.

For others who find themselves in the irksome start position on this trail, I share my way through. Buy a copy of the *Independent Schools Yearbook* and write a decent letter with a relevant CV to all prep schools within 90 minutes of your home. Enclose a stamped addressed envelope.

Between 2<sup>nd</sup> January and 11<sup>th</sup> February, when this was written, I wrote 108 letters, received 75 very pleasant replies, two interviews and one job offer, which I was delighted to accept. Last year I wrote 70 letters, received 50 replies and three offers.

It helps to have supportive family and friends, along with others in the same position, to empathise and keep each other going. I have stayed close to two other friends from choir over the last year and we have all got the jobs we wanted and shall have a beer before Easter.

Self help books: *What Color Is Your Parachute?* (Richard Nelson Bolles - Ten Speed Press- ISBN 0-89815-568-1); *And a Good Job Too* (David Mackintosh- Orion- ISBN 1-85797-248-1) both were obtainable from Amazon in December of 2009.

Try to get interview practice with family, then friends, and later with friends who are also looking for a job. Decide what you want and tell everybody that you are looking. The headship interview transpired because one Head, having received two of my letters within ten months, invited me to visit his school and told me about the local headship that was on offer. I had somehow missed it. My new position came about because my future employer encouraged me to apply for a position that had only recently been advertised.

Is the future certain? Not a bit of it, but one starts to build a web of very decent and supportive contacts who will, I have found out, go to surprising lengths to help.

Rodney Smith

# The pictures tell the story



Literary day at Bishop's Stortford College Junior School



Richard Tovey reports on an English governor abroad

## Kuwait? You what..?

One of the greatest privileges a head can have is to be invited to be a governor of a colleague's school. Hopefully it means that you have something to offer them and if you do your job it should be not only a bonus to the school, but also a huge benefit to your own school.

Most governing bodies are full of very wise people, who sometimes can be of enormous benefit to your own school. We all need the benefit of a critical friend and I believe we all should have a fellow prep school head on our own board. For my part I have been greatly privileged, over the years, to be a governor of several schools, but what an education for me to be involved with TES, The English School, Kuwait.

All businesses in Kuwait have to be owned by a Kuwaiti. The school is most fortunate that its Kuwaiti sponsor is not only an enthusiastic supporter but is also in the business on a not-for-profit basis, a huge bonus.

The school is indeed The English School. As I am sure most of you will know there are schools around the world that call themselves that – or variations on that name – which hide behind the name of being English/British etc but hardly have an English pupil or staff member in them.

So great care has to be exercised to ensure that there is a very thorough selection process of pupils and an even more stringent process to ensure the entire staff is British, so that the school's name is genuine. The head has to be meticulous: American and Australian staff have to be disappointed otherwise it is not an English school – a much sought after commodity. It is a point of huge pride to all of us involved that, over the last seven years, numbers have risen from around 150 in 2003 (just after the second Gulf War) to 603 in January 2010.

There are many other challenges. First, it must be remembered that very many people who go to Kuwait are involved in the oil/gas industry, construction, financial services or the military

mission and are on two/three year contracts. So where most of us look at our Year 8/6 leave in July, the Head in Kuwait has to replace his contract-end leavers as well as his top leavers.

Every year I shudder when I see that there are more pupil leavers than I have in my whole school. Additionally, there are the staff leavers – people whose husbands have completed their contracts or



who have come to the end of their own contract and are moving on. With such a high turnover of both pupils and staff it can be seen how critical it is to have very clear policies and procedures – for example, schemes of work and to be very highly organised.

The English School is very proud of its IAPS membership, which, of course, means the school is inspected. It is also a leading member of the BSME (British Schools in the Middle East) a rapidly expanding organisation of some 70 top schools in that part of the world catering for some 60,000 students and 5000 teachers. The curriculum is largely that of an English school but Arabic has to be taught and everything has to be validated by the Kuwait Ministry of Education. Nothing contrary to Islam may be undertaken by the school: every single book that enters the school has to be checked and edited accordingly, with words, phrases, sentences and pictures blanked out if they are not suitable. Indeed the school employs two members of staff to cope with this exercise alone.

Every school assembly, school play, school outing has to be validated and they are sometimes



turned down by the Ministry. So for those of us feeling sorry for ourselves because of over-regulation, spare a thought for colleagues who cope with this difficulty all the time as part of their right to exist. Finally, security is a major concern. Great care is taken, in a most sensitive fashion, to ensure the safety of the children, staff and parents in this potentially unstable part of the world.

All this said, John Allcott and his team run a fabulous school. It is always a huge pleasure to visit them when I am able to attend governors' meetings and be the physical link between them, what is happening on the UK education front and IAPS. Keep up the great work, John.

*The author is head of Tockington Manor School and former IAPS chairman*

## All systems go in Kenya By Michael Dixon

As more and more Kenya Heads have become fully-fledged members of IAPS and having formed their own IAPS district, they knew that there were many advantages to being party to the association. Having the IAPS kitemark was a clear indicator to the parents of pupils within their schools that there were strong similarities between the British prep schools and what was going on in the Kenyan prep schools.

In addition, there are opportunities for training and staff development. Since the district was formed 18 months ago, many visitors have received a warm welcome in Kenya; Graham Nunn and Fiona Williams (Assessment for

Learning), Diana Watkins in her role as Chairman of IAPS and Jenny Moseley (Circle Time), to name but a few.

To continue our professional development commitment, we felt it would be appropriate to invite an active head to run some training for all nine IAPS heads and the two awaiting election. Given that our focus has moved on to inspection, we invited Penny Kirk, Headmistress at Prince's Mead, Winchester, to run a workshop on inspection. I met her when I first joined the council and it was clear that her experiences as an ISI team inspector would be of great value to us.

During her stay she visited The Banda, Kenton College, Brookhouse,

Peponi House and Braeburn, Nairobi.

The training day was held in the traditional Kentmere Country Club and focused on regulatory compliance with a Kenyan perspective. We were all put through our paces with a range of activities aimed at ensuring we all thought critically about our schools; she even had us carrying out work scrutiny on a sample of Year 2 and Year 6 work.

It is this commitment and support by fellow members of the association to share good practice that has made our membership so vital.

*The author is Head of The Banda School, Nairobi.*

# How to get the best out of IT



By Dominic Price,  
ICT manager of  
Summer Fields  
School

Ten years ago, the IT sector in independent schools was not being addressed at all. Many teachers felt anxious about using technology or introducing new equipment into their classrooms. Some merely lacked the skills required to use ICT in school and did not have time for outside training, or even fully understand the need for technology in the first place.

Many schools have come a long way since then and the Summer Fields staff are now well equipped and up-to-date with new technologies and practices to ensure our children get the most out of their learning.

As IT manager and teacher, I have taken a number of steps over the years in order to develop the use of ICT in school, and build confidence amongst staff in using technology with their pupils. Technology is now as much a part of a child's life as a book, adding yet another dimension to education, improving motivation and encouraging creativity.

With all the fantastic ICT equipment on offer, including quirky gadgets and flashy tools, it is difficult not to get carried away with spending. Taking time over buying decisions will help ensure the right technology for the school's needs. Schools are naturally cautious about budget and while Summer Fields' numbers have stayed constant, I have had to be aware of sensible spending.

There are many money saving tips around but one I have found most useful is that of buying graded products. Some companies offer products that have been sent back to them, for various reasons,

in as-new condition for as little as half price. Although you have to do a bit of research to find these, it is hard to go wrong as they typically still include a three-year warranty. The use of technology at Summer Fields has been built up gradually; most teachers were first supplied with laptops and we acquired interactive Whiteboards in every classroom. Only then did I start to explore more advanced technology or software to complement what we had already installed.

Once schools have purchased ICT, training teachers on how to



use it even in a basic setting cannot be ignored. A common consequence of no training is equipment being left in the corner of a classroom unused. As a key trainer for a UK-wide educational learning incentive, there was little difficulty in providing appropriate training for the staff at Summer Fields. In this way, teachers were encouraged to make use of the equipment available.

We routinely carry out ICT training in staff INSETs and brush-up sessions are available for those who might like to revisit areas with

which they are unfamiliar. Heads of departments are also relied upon to stay up-to-date with the latest technologies so they can advise their staff on best practice.

ICT equipment includes interactive Whiteboards, visualisers, data-loggers and different types of software, to name but a few, but something that has really had an effect on the boys at Summer Fields is software that enables games-based learning, such as *Kar2ouche* from *Immersive Education*. All too often interactive Whiteboards are used as little more than projectors, but software like this puts the interactive into interactive Whiteboard.

Used across the curriculum, pupils compose role-plays, storyboards, movies and animations on screen, using drag and drop commands. The reaction from the boys to software like this is a good example of how ICT can have a positive effect on pupils. Many genuinely perceive it as a game, as they do with some touch-typing software. At lunchtimes, I have boys coming up to me asking: "Sir, can I please play that game?" It is refreshing that they are referring to educational software, without even knowing it. In the same way, boys are learning without even thinking about it.

We've had examples of pupils who, in their spare time, will take an office tool such as PowerPoint and create their own interactive maze for others to play on. It is wonderful how creative they can be, and how they can take control of their own learning.

So what advice would I offer to other schools looking to develop their ICT further? Talk to other people – how are they doing it well, what are they finding successful for their school?

Boarding schools are perfectly placed to take ICT use to the highest level – it just takes a little planning and direction.

# Where fiction is stranger than fact...

By Robert Kirkpatrick

Prep schools, with their enclosed environments, rituals, rules and traditions, are ideal settings for fiction. Indeed, prep schools have featured in fiction since the late 19<sup>th</sup> century, although it wasn't until Anthony Buckeridge began portraying the adventures of J C T Jennings on the BBC's *Children's Hour* in October 1948 that prep school stories began reaching a wide audience.

To begin with, prep school fiction was aimed, not surprisingly perhaps, at young children. An early example was George Mills' *Meredith and Co*, first published in 1933 and reprinted in 1950 and 1957. These reprints were presumably cashing in on the popularity of *Jennings*, whose first appearance in book form (*Jennings Goes to School*) was 60 years ago this year.

Indeed, it would seem that Anthony Buckeridge kick-started a new literary tradition – his comic tales (which were to run to 24 titles, the last appearing in 1994) were swiftly followed by John and Barbara Bower (writing as “Klaxon”) with *Aloysius Let Loose* (1950) and Donald Gilchrist with *Young Seeley-Bohn* (1956 – although this was adapted from a more adult-oriented book, *Seeley-Bohn at School*, published in 1939), and Janet McNeill's *Specs McCann* stories (1955-61), which added a hint of the supernatural to the gentle comedy of everyday school life.

The 1950s was also the era of the anarchic *Molesworth* sketches, written by Geoffrey Willans and illustrated by Ronald Searle, which originated in *Punch* and which featured in four books between 1953 and 1958; and also of the bumbling prep school master A.J. *Wentworth, B.A.*, created by H F Ellis and whose comic escapades again originated in *Punch*, before being

gathered together in book form in 1949 and 1962.

However, as Vyvyan Brendon's recent book vividly demonstrates, prep schools were not always filled with laughter. They could be harsh, miserable places where boys were homesick, bullied, and mistreated by uncaring and unqualified staff, and with little in the way of home comforts. Not surprisingly, this found expression in a number of novels in which former pupils set out to exorcise the demons of their prep school days – novels such as Stephen Spender's *The Backward Son* (1940, based on his experiences at Charlcoote School in Worthing), Philip Toynbee's *A School in Private* (1941, based on his experiences at the Dragon School) and J T C Pember's *Not Me, Sir* (1942).

While these novels focused on the child, others turned the spotlight onto the staff, some of whom found living in a prep school as problematic as it was for the pupils. Again, authors often drew on their own experiences for their raw material, examples being Keith Winter's *The Rats of Norway* (1932) and L A G Strong's *The Last Enemy* (1936, based partly on Summerfields).

A third focus has been the school itself, often portrayed as being in decline or ripe for takeover – this sub-genre includes Hester Chapman's *Long Division* (1943), Simon Raven's *Close of Play* (1962), Robert Liddell's *The Deep End* (1968), Pamela Hansford Johnson's *The Honours Board* (1970), and William Gilmour's *Drummonds* (1968 – based on a London Weekend Television series).

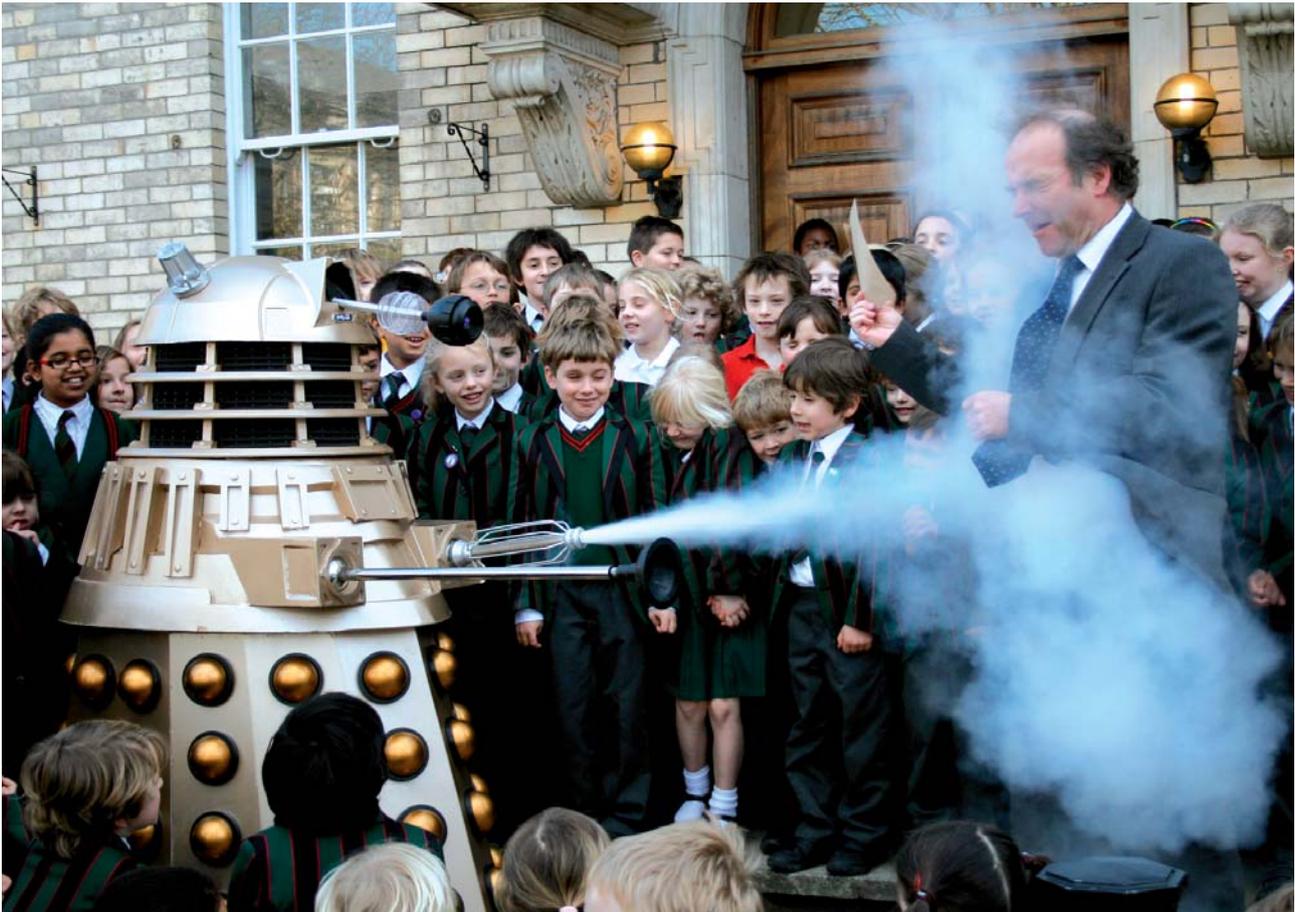
Prep schools, like country houses, have proved to be excellent settings for crime fiction, which is, I suppose, the one area where fiction really does part from reality. The

first prep school story to feature a crime was Arthur Conan Doyle's *The Adventure of the Priory School*, which centred on the disappearance of a boy from his school, and which first appeared in the American magazine *Collier's Weekly* in January 1904.

This was followed by P G Wodehouse's *The Little Nugget* (1913), which centred on an attempt to kidnap an obnoxious American pupil from an English prep school. Other notable prep school crime novels include R Macnaughtan's *The Preparatory School Murder* (1934), Nicholas Blake's *A Question of Proof* (1935), Q Patrick's *Death Goes to School* (1936), Rupert Penny's *Sweet Poison* (1940), Leo Bruce's *Death at St Asprey's School* (1967), and Colin Howard's *Killing No Murder* (1972).

This should not, of course, lead to the conclusion that prep school fiction is all doom, gloom and sudden death. Plenty of authors have painted more authentic and more rounded pictures, although ironically in recent years the setting has often been the 1950s – for example, Tim Heald's *Class Distinctions* (1984), Michael Morpurgo's *The War of Jenkins' Ear* (1993), and Simon Watson's *A Storm of Cherries* (2006).

A handful of more modern novels have cast a slightly more cynical and satirical eye over prep school life – Tony Hanania's *Homesick* and Simon Sebag Montefiore's *My Affair With Stalin* (both 1997), and James Mitchell's *Top of the World* (2006). And, most recently, in *The Owl and his Boy* (2009), C J B Robinson has produced an enigmatic and metaphysical examination of life, religion, morals and philosophy in a prep school setting. Quite clearly, prep schools remain a potent focus for thought-provoking fiction.

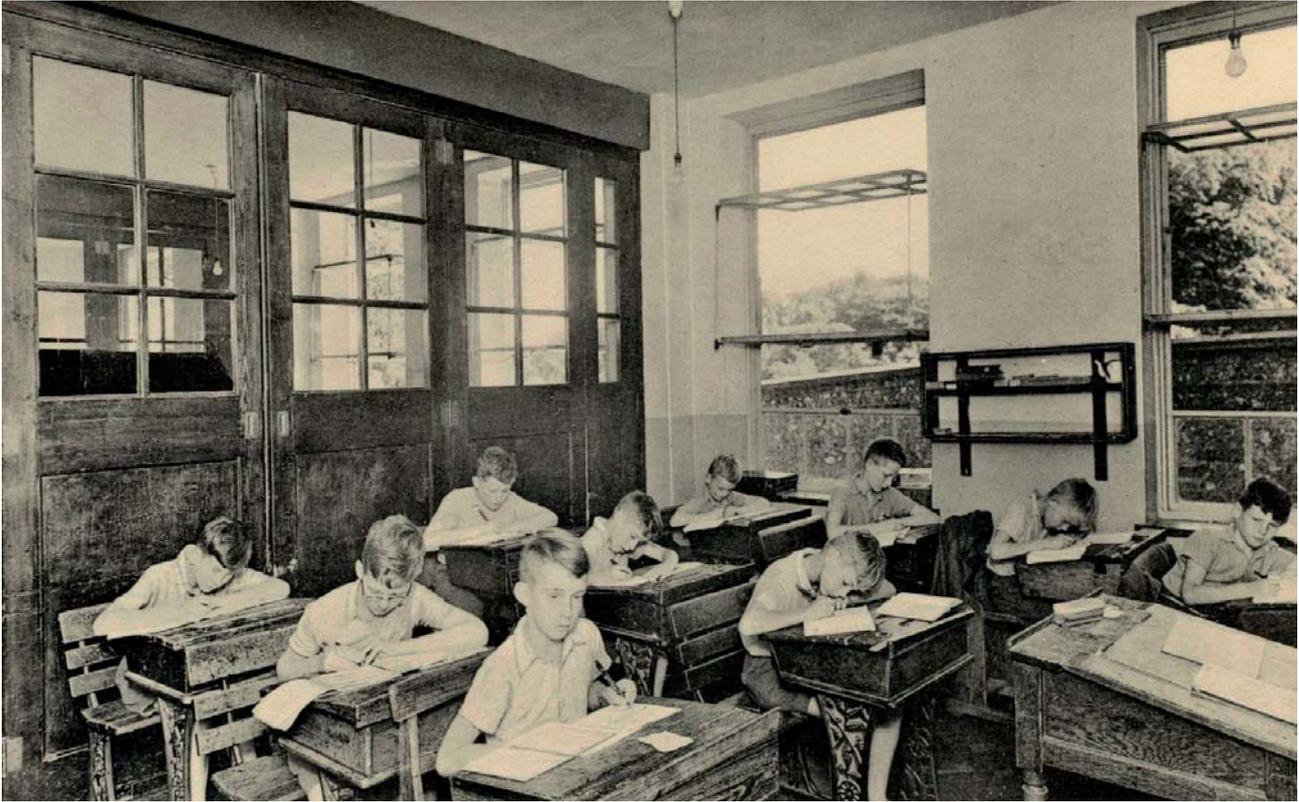


Even though pupils at Plymouth College Preparatory School met the Dalek's demands to donate money to the Haiti appeal, headmaster Chris Gatherer still ended up being exterminated. The surprise visit by Dr Who's arch-enemy was the school's third activity to raise money for the Haiti appeal, which now stands at more than £850. Nearly £550 was raised to save Mr Gatherer from a fate worse than death, although pupils did have the incentive of having their photos taken with the Dalek as well. However the Dalek, aka Rev Karl Freeman of St Emmanuel Church, showed no mercy and decided to exterminate Mr Gatherer anyway, much to the delight of the children.

Yarrells Prep School, Upton, welcomed Ad Astra First School for the first meeting of what is hoped to be an ongoing partnership. Pupils from the two schools shared their ideas about eco projects. Pupils at Yarrells wanted to share their knowledge and skills at building a greenhouse made from recycled plastic bottles and Ad Astra representatives were keen to explain the care and benefits of keeping a wormery.

Everybody got their hands dirty sowing broad beans, garlic and peas ready for early planting in their school gardens next spring. Many ideas and tips on how to make their respective schools as eco friendly as possible were discussed throughout the afternoon. Ad Astra School has already received an environmental award from Poole Borough Council for the work going on there, whilst Yarrells School have the silver award from Eco-Schools.





Former pupils of Windlesham House School, Washington, West Sussex, are celebrating the 100<sup>th</sup> birthday of The Windlesham House Association, which began at a dinner held at the school in 1910 (which was then based in Brighton). The dinner was chaired by Alfred Scot who had for many years been the school doctor; it is only in the last few years that the last of his great-grandchildren left the school. The oldest former pupil with whom the school is currently in touch is aged 95, having left in 1927. Windlesham House originates from

a school set up for a dozen or so pupils on the Isle of Wight in 1826. It was bought by the Malden family in 1837, initially for the children of naval officers, and was moved to Brighton in 1837. In 1913, the school moved to Portslade and to its present site in 1934.

The Maldens are central to the history of Windlesham House, with five generations involved from 1837 to 1994. Charles and Elizabeth Ann Malden were the joint Heads from 1957 to 1994 and their eldest daughter, Lucinda, became chair of governors in 2009.

The chapel also plays a major part in the school's history. Originally located in Oxford and due to be demolished in 1896, the Maldens saved the building and transported it to Brighton; it has moved with the school each time and is now in its fourth home in Washington.

The Windlesham House Association will be marking its centenary year with a reunion on Sunday 4 July as part of a spectacular festival weekend called Odyssey. For more information, visit the website: [www.odyssey10.com](http://www.odyssey10.com).

The senior girls at Seaton House School were visited by Hamlet, Prince of Denmark, brought vividly to life by The Young Shakespeare Company. Using only a narrator and four Young Shakespeare Company actors, this gripping and often gruesome family drama was performed among the children. During the production, the girls became actively involved through performance and language, and were encouraged to explore the motives, thoughts and feelings of the characters.



All the pupils at The Hawthorns School, a coeducational prep school in Betchingley, Surrey, have been able to get their hands on real samples of moon rocks collected by the NASA Apollo space missions in the 1960s and 1970s. They studied them using microscopes and identified exactly where on the moon they were from. Some of the samples date back to more than 4000 million years ago. They have also handled meteorites collected from all over the globe, including several from the deserts of Australia. The children have described it as 'amazing' and 'really cool'.



# A touch of creativity

By Denise Cripps

**C**reativity in the curriculum is a hot topic of discussion – should independent schools deliver a creative curriculum to their classroom? Prep schools tend to get creative with their younger pupils, but for the upper half of the school, exams and assessments can take over and focused academic teaching is often preferred over creative practice.

For those schools looking to implement more creativity, it can be daunting for some teachers to know just where to begin. In a broad sense, creativity is all about a cross-curricular way of teaching. It is about moving away from a traditional approach to lessons and putting an emphasis on learner-led teaching and skill development.

Creativity involves problem-solving across a particular theme, for example, and encouraging children to think for themselves and be analytical. It also gives teachers the opportunity to respond to pupils' own interests and provide a real life opportunity for learning.

Realistically, the amount of information we can pass on to pupils in the time they are at school is very limited. Conversely, access to all kinds of information has become incredibly easy. Therefore, it is not what we teach that matters so much as making sure pupils know *how* to learn and be flexible in the way they think.

For prep school teachers, the issue isn't so much with acquiring the right tools to encourage creativity, but more to do with assessment and the more immediate academic needs of pupils. A main aim for teachers is to get children to a good independent secondary school, and having found success with traditional methods in the past, many can be wary of switching to a more creative outlook.

In fact, you could argue that creativity and the values that exist at school widely contradict each other –



for example, to be creative means new ideas count, and mistakes are crucial feedback; whereas to be at school means perfected skills count and mistakes are punished in the form of lower grades.

Many teachers are daunted by the prospect of creating an environment in which pupils feel safe to take risks and get things wrong. It can be tough for teachers knowing they have to deliver lessons and also be creative at the same time; they often assume they will have to spend more time planning lessons and even creating the resources themselves. However, this is not necessarily the case.

Whether traditionalists or not, teachers shouldn't feel daunted by the prospect of creativity in the curriculum.

Making use of good resources is key – there are lots of high quality resources within an expansive structure of paper-based materials and ICT. However many are aligned to the National Curriculum.

For prep schools who do not use the National Curriculum, or see it as a constraint, teachers can pick and choose what is relevant to their teaching. There is also a lot of good content, such as lesson plans, on

the internet. However, not all of it is good quality and doing a quick search on Google doesn't always pick up the best material.

For teachers worried about the quality of resources they provide to their pupils, it is best to pick a safe and secure website run by a well-known educational supplier. A library of cross-curricular resources is useful to dip in and out of, and these need not be expensive – yearly subscriptions can be as little as £20 to some websites and you even get supplementary material, such as magazines, through the post.

Web resources and magazine subscriptions are useful for teachers in an under-resourced school, those in training, or those who like to work independently collating their own resources suitable to their needs. Teachers can access materials from anywhere at any time, and can download the ones they want and store them on their desktop, or their school learning platform.

In this way, the teacher can differentiate between learners and it allows for personalised learning. Although many resources are now moving online, paper-based materials that you can hold, touch and put up in the classroom are equally valuable, and again can be accessed at any time.

Materials that are constantly updated make responding to pupils' interests and bringing a common experience into the classroom easy. For example, a recent popular search engine topic was snow. The topic of snow can be related to a number of subjects.

It is unfair to put pressure on teachers to be great authors as well as great teachers. High-quality educational resources can really help them make that step towards creativity in the classroom.

*The author is managing director of Scholastic's Child Education PLUS. [www.scholastic.co.uk/childed](http://www.scholastic.co.uk/childed).*





Ten pupils from Windlesham House School in Washington are to experience the trip of a lifetime having been selected to visit India later this year. They will visit education projects and hand over fundraising following the school's efforts during its World Awareness Week in January. Windlesham last sent out a group in 2008 to Addis Ababa in Ethiopia where they spent a week delivering creative activities for the children and young people in the slums.



Author and historian Stewart Ross, who has published more than 250 books, shared some of his writing secrets with the children at Brentwood Prep School. All Year 5 children were involved in the writing workshops, which focused on planning and creating an imaginative historical story. The children enjoyed the opportunity of working with Mr Ross and have produced some excellent pieces of historical creative writing in classes this week. They also took part in an assembly, showing some of the work they had created to the rest of the school. Stewart Ross particularly enjoys writing books based on real historical characters. The History Channel and the Eden Project have commissioned some of his books and he has recently written *Moon - the Ultimate Guide to our Nearest Neighbour* to commemorate the 40th anniversary of the 1969 Apollo 11 moon landing.

Pupils from Yarrells Prep School, Dorset, enjoyed an outstanding series of workshops led by The Angel Exit Company.

The company, which was formed in Dublin and Paris, and is now resident in Dorset, came to the Lighthouse Arts Centre to present a highly imaginative and engrossing production based on the home-grown Dorset tale of smugglers and treasure in the 19<sup>th</sup> century, *Moonfleet*.





Vinehall School in East Sussex has made healthy and climate-friendly food part of its pupils' everyday lives by achieving the Food for Life Partnership Bronze Award, the first independent school in the country to do so. Vinehall School works with the Food for Life Partnership to transform its food culture and that of its community by reconnecting the children with growing, cooking, eating and appreciating climate-friendly, healthy and real food.

In its quest to achieve the Food for Life Partnership Bronze Award,

Vinehall School has started to serve seasonal school meals with 75% of the dishes being freshly prepared by chef, Ian Barnes. Pupils and parents are involved in planning improvements to school menus and the dining experience. Every pupil has the opportunity to visit a farm and do cooking and food growing activities during his or her time at school.

Parents recently donated 15 fruit trees to be grown in the school orchard and four raised planters, which will be used across the whole

school community to grow produce to be harvested and cooked in the school kitchens. The Food for Life Partnership is a network of schools and communities across England committed to transforming food culture and reconnecting young people with farms and inspiring families to cook and grow food. The initiative is funded by the Big Lottery Fund and led by the Soil Association, bringing together the practical expertise of the Focus on Food Campaign, Garden Organic and the Health Education Trust.



Hotfoot from making his UK début at the Wigmore Hall, Stephen Beus, the exciting and engaging 28-year-old American pianist, treated the audience at Beechwood Park School, Markyate, to a spellbinding recital. The programme for the concert, which was supported by Harpenden Building Society, included performances of Bach/Liszt's *Prelude and Fugue in A Minor* and Mendelssohn's *Sonata in E Major, Op. 6*.

In Beechwood Park's Great Hall, which took on the intimate feel of a salon for the evening, the second half featured riveting renditions of Griffé's *The White Peacock* and *The Night Winds* and Samuel Barber's *Sonata in E-flat Minor, Op. 26*.

Reluctant to let him go, the audience's continuing applause induced Beus back to the piano for an exhilarating encore of Liszt's *La Campanella*. The school's head boy, Christopher Titcomb, presented Stephen Beus with a bottle of specially created cologne by John Bailey, founder of The Perfumers Guild.

He explained: "Analogies have been drawn between the arts of perfumery and music ... the Stephen Beus Cologne is a perfumery composition inspired by his spirited performances as a pianist and to commemorate his début UK recitals."



Whilst *Insider* is disappointed to learn that this will be his final column... his reader will no doubt be delighted.

It would be unfair to let the occasion pass without mention of David Leafe, erstwhile Treasurer of IAPS, staunch supporter of *Prep School* and good friend. It would appear that he has swapped the rarefied atmosphere of Leamington Spa for the rarefied atmosphere of rare breeds and *Insider*, for one, wishes him well.

One of *Insider's* staunchest allies has been Nicholas Aldridge of Summer Fields, Oxford. Bombarding your correspondent with such delights as Latin hymns, cricket almanacs and undiscovered treasures such as Simon Watson's *Storm of Cherries*, (as well as his own masterful memoir of Geoffrey Bolton) he has published another scholarly, but this time short, work of note. Henry Holliday's stained glass is wonderful and worthy of being mentioned in the same breath as that of Burne-Jones and William Morris (as it was recently by the Royal Mail). The Chapel at Summer Fields has a fine example of his work in its East Window and this has now been joined by a West Window, rescued by the school from a Sussex Church. Nick, the school's archivist, has written a short booklet, illustrated by superb photographs from Dominic Price, which is available from the school at the giveaway price of £3 (or £5 for two).

One of the current Editor's first quandaries was whether to include obituaries in *Prep School* or not. He decided to do so and the first to appear, to *Insider's* great delight, was that of a former colleague, Malcolm Boyden. As this edition goes to press it is sad to report that Malcolm's widow, Ann, has just died and her recent service of thanksgiving reminded us all what a good family this was and what wonderful role models Malcolm and Ann were, not only for their splendid (and now very grown-up) children, but also the many they taught at Caldicott and before. They will be much missed.

*Insider* will miss the regular packages from Norwich Books (tel:

01603 612914) as they are packed with splendid review copies of books that grace school and class libraries. The latest contains booklets from the *Stories to Remember* series (three: one each on Sikh, Hindu and Christian tales) and two on *Places of Worship* (these concern the Church and the Synagogue). They are useful and simple and quite brilliantly add to the collection for RE. As does Mary Stone and Jill Brennan's *See RE*, which contains lesson plans and other resources on 12 stories, six Jesus told and six about Jesus. The short introduction gives help for the non-specialist and the volume should be particularly useful for those pressed into service at the last minute ... as well as the expert. It is designed for children aged 7–11.

If the rumour is to be believed, one of the contributors to this edition is *Insider's* old chum, Robert Kirkpatrick. There are many of us who remain rooted to school stories but there are none with as an encyclopaedic knowledge of the *genre* as Robert. If you think you remember a tale from your youth but can't remember details such as title, author or storyline, he is your man. He produces, twice a year, a catalogue that is worth reading for itself. He can be reached at: rkirkpatrick.molesworth@virgin.net.

Has Kirkpatrick spotted *Skippy Dies* by Paul Murray (Hamish Hamilton £18.99)? *Insider* has not yet read this large tome, currently resting beside his bed, but the reviews talk of a dark comedy, supernatural overtones and a group of boarding-school boys: as if this isn't enough it is all 'interwoven with the hapless romantic adventures of an emotionally inadequate history master'. *The Sunday Times* review mentions the deconstruction of a Robert Frost poem that proves



conclusively that it is about... no, you must read it for yourself.

An adventure for *Insider* is the cross channel ferry and a couple of weeks in France. For a former member of staff at Walhampton, Brian Sennitt, it is far further afield and with the aim, not simply of quaffing the local grape juice, but cataloguing the local flora and fauna. Brian's proposed book, soon to be published, of *The Plants of Jiuzhaigou*, looks fascinating and can be sponsored by sending donations to Mrs Elizabeth Meynell at 39 King's Avenue, Bromley BR1 4HL.

*Insider* has many happy memories of his time helping out at SATIPS, none more so than sitting in the drawing room at Newton planning a magazine to be produced jointly with IAPS. *PSR* and *News and Views* combined to produce *Prep School*, truly aimed at the common room. It is sad that this is to be the last edition as all those who have comprised the JEB over the years, those lovely John Catt people and the splendid editors, Anne Kiggell and David Tytler, have all worked so hard to produce something that has been both informative and entertaining.

As *Insider* disappears into the ether, it is appropriate that his final mention is of an early stalwart of SATIPS, John Maflin, who has written his memoirs (*The Faith of a Fool*, available from Andrew Davis at gensec@satip.com). A mix of school history and Christian Science that *Insider* will enjoy once he becomes used to the extra 25 minutes a term he will now have.

Shall we stagger?

**Insider can no longer be reached**



# Having designs on modern E

**W**orking closely with a group of Year 8 children from Tockington Manor School, Bristol-based artist James Jones enabled the students to expand their knowledge of contemporary British sculpture and kick off their introduction to current artistic practice within the local art community.

Together they have been on a journey of investigation and

enquiry, which began with a trip to Roche Court Sculpture Park, Salisbury. Roche Court Arts Centre boasts some stunning examples of both current and past works from the most influential British artists of the 20<sup>th</sup> and 21<sup>st</sup> centuries. The students were able to draw on these inspirational works of art to produce their designs for James' sculpture. The students were active participants in the sculpture

production and were able to visit James' workspace throughout the day. They were genuinely excited to see their design emerge and instigated intuitive discussions with James, making the most of his visit and gaining some insight into the MIG welding process he uses.

Whilst James set about making his piece, the young artists were also active participants. Alongside James, they worked busily



# British sculpture

By Chablis May

throughout the day to bring their Roche Court inspired sculptures to life and play host to the hoards of Tockington students who came, throughout the day, to investigate both sets of artist work spaces. The Year 8 pupils were able to guide their peers through the thought processes and techniques involved, sharing their knowledge and putting into context the origins of James' sculpture.

He said: "Working with the pupils of Tockington Manor was a very rewarding experience. At Roche Court Sculpture Park they were full of enthusiasm for the sculptures on display showing a great deal of insight into the thinking behind many of the sculptures. Having the opportunity to build the sculpture within the school grounds was fantastic, as it allowed me a rare chance to demonstrate the welding

technique to the Year 8 pupils and also to answer questions about my work and sculpture in general from the pupils and staff."

The collaboration was a vital opportunity for the students to receive their induction into the alchemy of sculpture. It has placed the students at the cutting-edge of the contemporary art world whilst hoping to instil a vested interest in art for years to come.



# Try your hand at the tou

How many toes, in total, does an African elephant have?

What is the name of the internet search engine launched recently by Microsoft?

Who won the 2009 BBC Sports Personality of the Year award?

Which music band won the Best International Group category at the 2009 Brit Awards?

What gas is responsible for the bubbles in fizzy drinks?

Who was the last emperor of China?

In which country is Mount Ararat, the mountain on which Noah's Ark came to rest?

How many strings does a modern mandolin have?

Give one of the first names of J R R Tolkien.

In which country is the town of Zagazig?

What is the longest nerve in the human body?

Dulse is an edible type of what?

What was the first name of William Shakespeare's wife?

Who runs the post office in the stories of Postman Pat?



Which country was formerly known as Siam?

What was the title of the first official James Bond film?

How many sides does a hendecagon have?



Which is the world's deepest ocean?

Who is the current Prime Minister of Israel?

What are the three interlocking items in the logo of the Yamaha Corporation?

What mythical beast has the body of a lion, the head of a man and the tail of a scorpion?

What colour is the Teletubbies character La-La?

What is geophagy the practice of eating?

In which US state is Cape Canaveral?

P is the chemical symbol for which element?

Which is the smallest planet in our solar system?

What is the name of the fin on the back of a fish called?

Name one of the US presidents whose faces are carved into Mount Rushmore.

What is the common name for solid carbon dioxide?

How many tiles are there in a standard domino set?

Which website was founded by Jimmy Wales and Larry Sanger?

How many feet are there in a fathom?

Which part of the human body has the scientific name hallux?

How many tentacles/arms does a squid have?

What is the word used to describe an animal or plant that is both male and female?

What is the name of the policeman in the Noddy stories?

In the film, *The Great Escape*, what names were given to the three escape tunnels?

What is an infant whale called?

What do the British call the vegetable that Americans and Italians call zucchini?

Which Cornish village was, according to legend, the birthplace of King Arthur?

What make of car was used in the film *Back to the Future*?

What is the national animal of Canada?

Which British actor plays the title character in the TV series *House*?

In which UK country is the Royal Mint?

What type of creature is a boomslang?

In which country was the ecological group, Greenpeace, founded?

What is the name of the most popularly attended concert venue in the world (highest audience numbers per year)?

In which century was the United Nations founded?

Which European country started the world wife-carrying championships?

The oldest man in the Bible was also the grandfather of Noah. What was his name?

The radioactive isotope Americium 241 is a component in which common household item?

On which two continents is the gerbil a native animal?

What is polyvinyl chloride more commonly known as?

Which missionary doctor discovered the Victoria Falls in 1855?

# greatest challenge to date

What is a bicycle with seats and pedals for two riders, one behind the other, called?

In motoring what does BHP stand for?

What is the capital city of Scotland?

Who was the first British monarch to broadcast a Christmas message to the nation?

What does the abbreviation IQ stand for?

In George Orwell's novel, *Animal Farm*, what type of animal is Snowball?

Which is the largest island in the Mediterranean?



In which country would you find Yellowstone National Park?

How many balls, including the white cue ball, are on a snooker table (before any are potted)?

How many stars are on the flag of the European Union?

Which Scottish athlete refused to run on a Sunday at the 1924 Paris Olympic Games and whose story was told in the film *Chariots of Fire*?

James Earl Ray was arrested at Heathrow airport in 1968 and subsequently convicted of whose assassination?

Barack Obama's best selling book is called *The Audacity of ...* what?

Who was the first woman to win a Nobel Prize?

On 1st April 1957 the normally serious BBC TV news programme *Panorama* convinced thousands of English viewers that what type of food grew on trees?

A spheksophobic fears which insects?

Which country was previously called Persia?

The Faroe Islands are an autonomous province of which country?

What is the name of the 1990s cult Japanese electronic toy which is cared for as if it were a pet?

Who invented the jet engine?

What is a funambulist?

Mount Godwin-Austen is better known by which name?

Who composed the ballet music *Swan Lake* in 1876?

Who made the famous statement, 'I think, therefore I am'?

In the human body, which gland secretes the hormone insulin?

What is the main ingredient of guacamole?

Ichthyology is a branch of zoology concerning which creatures?

Which religious faith was founded by Guru Nanak Dev?

Who was Henry VIII's third wife?

Who was assassinated by Hugh de Morville, William de Tracy, Reginald FitzUrse and Richard le Breton in 1170?

Which is the lightest element in the Periodic Table?

In which decade did the last execution by hanging take place in Britain?

Which country, with a coast, has the shortest coastline?

Who was the 'father of medicine', to whom a code of medical ethics is attributed and which bears his name?

British Landrace, Pietrain and Tamworth are types of which animal?

Before taking on the Euro, what was one hundredth of a German Deutschmark called?

In which year did the Channel Tunnel between Britain and France open?

What would a meteorologist measure in oktas?

How many sides or points does every snowflake have?

What is the most common gas in the earth's atmosphere?

Which acid is produced in the muscles during strenuous exercise?

In which TV series did the actor Matt Smith make his debut on New Year's Day 2010?

What is the title of the song where the chorus includes the lines, 'It stopped, short, never to go again, when the old man died'?

In the original *Star Trek* what was Captain James Kirk's middle name?

Charlotte Edwards led England's women to World Cup glory in which sport in March 2009?

*The answers can be found on the Prep School website*



# You coach your teams, why not your managers?

By John Charnock

A golden age, which started in the late 1960s as the post war deprivations melted away, is fast being consigned to history: easy to find jobs, plenty of good prospects for graduates and final-salary pension schemes have all but disappeared. I believe that the challenges independent schools face now may well become business as usual for us when the current recession recedes.

The last two decades have seen parents with money to spend on private education, which, coupled with patchy provision of good state education, delivered a benign environment for independent schools. But the recession is leading to falling school rolls for many and the unfortunate consequence of that will be that some schools will fail, forcing either merger or closure.

Another consequence of a recession is that it shows up a whole host of shortcomings within the school, which were hidden when times were easier. Schools need to tackle these shortcomings to ensure that they do not fall prey to the recession. They can come in many shapes and sizes but can, broadly, be broken down into two categories: the *what* and the *how*.

The *what* is the structure of the management, the strategic plans, the physical school premises and the school finances.

The *how* is the people, their management and leadership abilities and the way they deal with, and deliver, the *what*.

These two areas are of course inextricably linked but I suggest that the key to success is the *how*. Conventional wisdom says it's 20% content (*what*) and 80% presentation (*how*).

Experience shows that schools are no different from many other

businesses: they focus on training their people on the technical aspects of their jobs (the *what*), and whilst much of that training is excellent, it's only part of the story, and at least as important is *how* it is applied in school.

To illustrate the *what* and the *how*, let's think about what makes a good doctor: I suggest that what sets the good doctor apart is their bedside manner; empathy and communication skills and their technical knowledge are taken for granted. The same applies for the inspirational teacher.

In the school situation, most of those in management positions are qualified teachers promoted from the classroom, who were trained to stand at the front of a class of children and deliver the curriculum in an interesting and engaging way, rather than the techniques of leadership and management of a group of adults.

What the school head and senior people face in a busy working day is learning to stand back to see the bigger picture. Add to that, particularly in the smaller secondary or prep school, a limited and often relatively inexperienced senior management team (SMT), and you are building an explosive mixture ready for the match of harder times.

A school focused solely on today rather than tomorrow finds itself reacting to events rather than making their own luck. By having a thought-through vision and strategy for sustained development, regularly reviewed and updated, reality checking all decisions against the goals, constantly with an eye to the competition and changing circumstances, you will be 'ahead of the curve' and ready to react rather than to follow. Having a plan is a great start but is only part of the

story – it needs life breathing into it.

So let's look at bringing out and developing the *how*: you coach your first XI and first XV, why not your senior people?

Coaching is a well used and respected technique in the commercial world where business leaders and senior managers get help – usually 1:1 – to improve their effectiveness and learn to handle situations where they feel less comfortable.

Coaching is not telling others what to do, rather it's a way of developing the individual by making them more aware of the impact they have on people by what they say and how they say it. Helping them understand their strengths and weaknesses, watching them in action in meetings – as you would with pupils in the cricket nets or on the rugby field – and ultimately to use their skills and knowledge to better effect, while retaining their individuality.

Coaching in a group situation, it might be working with the SMT or governing body to help them be more effective.

Coaching is not just for poor performers; results show that the greatest benefit comes from the better performers.

There will be objections to spending in the current climate, but can you afford not to? Are you sure you are making the most of your great people and assets to safeguard your school? A missed opportunity now might be the deciding factor in your future success. There are very few who can afford to be complacent and many where there is significant room for improvement.

The author is a former senior executive of a FTSE 100 company and bursar of two prep schools. [www.johncharnock.co.uk](http://www.johncharnock.co.uk)

# The sheer magic of children actually *doing* maths

By Matthew Reames

Independent schools are increasingly seeking to promote themselves and prove they are providing public benefit to others. At the same time, they are seeking to offer additional provision for their own gifted and talented pupils. St Edmund's Junior School, Canterbury, has found one particular programme that seems to meet these three somewhat diverse goals: a series of primary maths master classes for local gifted mathematicians in Years 5 and 6. The first Saturday morning session saw 21 children from St Edmund's and eight other nearby schools work to tackle a number of topics including Sierpinski triangles, fractals and Pascal's Triangle.

Of the eight other schools represented, two are local independent schools while the remaining six are from the maintained sector. Though St Edmund's has pupils from ages three to 18 (in our junior and senior schools), the eight schools participating all end at age 11 and are considered feeder schools for St Edmund's at Year 7. St Edmund's

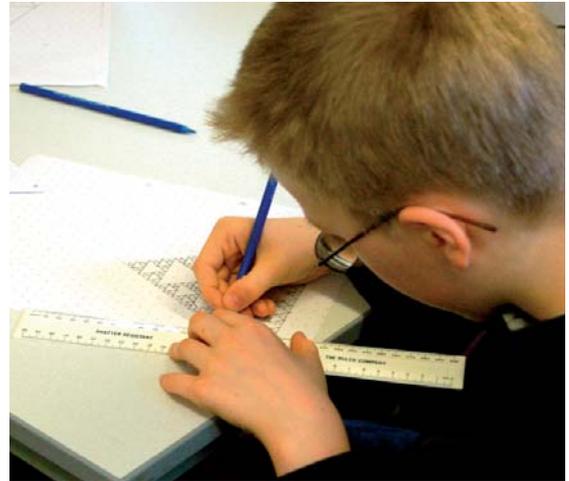


sent an initial letter to the schools inviting them to nominate up to three of their top maths students in Years 5 and 6.

The Royal Institution of Great Britain was instrumental in establishing the master class series. The two sessions in the Lent term were led by maths specialists from the Royal Institution and the Institution is providing planning support for the two summer term sessions, which will be led by members of St Edmund's maths department. Each master class provides the opportunity for children to engage in activities that are designed to develop their mathematical reasoning and problem-solving abilities.

As I watched these 21 children working together to create a perfect equilateral triangle without the benefit of any equipment or tools and then use these triangles to investigate the chaos theory behind a Sierpinski triangle, I was struck by just how excited they were to be engaged in doing maths – not pages of sums – but actually *doing* maths: questioning, investigating, reasoning and solving. It is clear to me that the primary maths master class series is an exciting and appealing way of reaching out to eager young mathematicians. The fact that these two-and-a-half hour sessions were held on a Saturday morning did nothing to dampen their enthusiasm.

There are several benefits to St Edmund's as a result of offering this series of primary maths master classes. The main reason was to be able to supplement the Gifted and



Talented provision by offering students a chance to work with other gifted children on tasks targeted to their high potential.

Another benefit to St Edmund's is the fact that it is reaching out to a number of feeder schools in what is, for us, a new and different way. Rather than an Open Day being a child or parents first exposure to the school, participating in the master class series allows a child's first glimpse of St Edmund's to be an engaging, exciting learning opportunity and gives both children and their families a chance to experience first-hand some of the exciting things happening there.

Finally, offering these maths master classes allows St Edmund's to provide additional evidence that it is providing public benefit. St Edmund's offers these master classes to local feeder schools at no cost to either the children or their schools. The Royal Institution has funding specifically to help support primary maths outreach through programmes such as this. With their support, the actual financial obligation for the master class series is very low while the benefits are immense.

*The author is head of maths St Edmund's Junior School, Canterbury*

# Finding adventure, whilst he



**C**ommunity Action Treks (CAT) is a not for profit, specialist trekking company with more than 20 years' experience, established by Doug Scott, who, in 1975, was the first Briton to climb Everest by the southwest face. Doug discovered that the porters and Sherpas, who supported his climbing expeditions, were not being treated fairly by

**By Martin West**

their employers, so to combat this he set up his own agency in Nepal, along with a UK company to promote the treks. At the same time he established a sister charity, Community Action Nepal, which supports educational, health and community subsistence projects in

the Himalayas. CAT has three main objectives. Firstly to do everything it can to ensure its customers have the experience of a lifetime. Its concentration on a prescribed number of treks each year allows it to concentrate its resources and experience into each trek. CAT's second objective is to maintain the original aim of providing its trekking crews with a fair level of remuneration and decent working conditions.

Its membership of the International Porters' Protection Group is evidence of this intent as is CAT's insistence on restricting the loads its porters carry. Finally, any surplus made by the company at the end of the year is transferred to Community Action Nepal to help with its educational, health and community projects.

Whilst Nepal continues to be its most popular destination for trekking, CAT has developed its



# Helping others along the way

portfolio to include Tibet, Bhutan, India, East Africa, Peru and Morocco, with other contacts in Iceland, Canada, Pakistan and Sri Lanka. These destinations appeal to a wide variety of customers. CAT enjoys good relationships with its individual clients who are inspired by adventure travel for the sheer mind-broadening experience it offers. Many of these customers return to CAT year after year.

CAT has also developed a long-standing reputation of running treks – many of which are bespoke – for groups that use trekking as a substantial contributor to their fundraising exploits or for developmental reasons. For example, in November 2009, CAT teamed up with Who Cares? Scotland, a charity that supports young people in care in Scotland. Two treks were organized for a total of 54 young people, carers and supporters to Bhara Pokhari in the Himalayas.

The group witnessed the work that Community Action Nepal carries out at one of the schools it supports in the area and a strong relationship was created with another school – to the extent that Who Cares? Scotland has started a campaign to raise funds to build the school a new, and much needed, toilet block. The treks were an outstanding success, not only for the new investment the group will bring to that area but also for the range of new experiences and sense of achievement enjoyed by the young trekkers.



Plans are also in place for a group of Scout Leaders from West Yorkshire to trek to Purano Duwar in November 2010 in order to fund and build new school classrooms there. This would repeat their outstanding achievement in November 2008 of building a hostel next to a school supported by Community Action Nepal in the Helambu area. These projects exemplify the *raison d'être* of CAT.

CAT has been organising treks for school groups and young people for many years. The company recognizes the value of introducing young people to challenging experiences in environments that can combine physical demands, cultural exchanges and opportunities for individual growth. Its combined experience of running treks and climbing expeditions means it is a true specialist in mountain environments.

The company has developed a track record for ensuring that

students and young people can travel with confidence and enjoy their expeditions either for the purpose of adventure and challenge or as part of their curriculum of studies. An integral part of the service is to ensure the trekking group learns about the traditions, geography and culture of the locality they are visiting. It is able to offer a complete range of experiences from mountain treks to walking in the foothills and from desert expeditions to glacial terrain. CAT is committed to delivering this service in an environment of risk management, controlled through rigorous assessments carried out with each group organizer. It is adept at customizing treks so that risks are reduced whilst still maintaining an acceptable level of challenge.

*The author is director of Community Action Treks. He can be contacted by telephone: 017687 71890; or through the CAT website: [www.catreks.com](http://www.catreks.com)*



# Developing habits of success

Fostering the right sort of positive learning habits in children will hopefully not just help them at prep school but also produce success in later life. There has been a lot of research over the years showing that successful people in almost any walk of life display certain characteristics or dispositions. Arthur Costa, Professor Emeritus at California State University, calls them Habits of Mind. He has identified 16 habits in his book *Learning and Leading with Habits of Mind*:

## **Persisting**

We often hear children say, "I can't do this," or "It's too hard". Children develop persistence by increasing their use of alternative strategies of problem solving. We can help our pupils by reminding them of previous successes with similar problems, that there are many strategies to try and that they are effective problem solvers.

## **Managing impulsivity**

Successful people have a sense of deliberativeness, according to Costa. They know how to monitor their own impulses and resist jumping to conclusions. Often children blurt the first idea that comes to mind or make immediate value judgements about an idea, criticizing or praising it before considering its pros and cons.

## **Listening to others – with understanding and empathy**

Successful people spend a lot of time listening. They empathise with, and strive to understand, other people's points of view. Being able to paraphrase another person's ideas, detecting indicators of their feelings or emotions, accurately expressing another person's concepts, emotions and problems – all are indications of listening behaviour.

## **Thinking flexibly**

Successful people consider alternative points of view. Sometimes children think that their



By Andy Falconer

way to solve a problem seems to be the *only* way. They are more interested in knowing if their answer is correct, rather than being challenged to find other answers.

## **Thinking about their thinking**

Successful people are aware of themselves – their own thoughts, actions, values and their effects on others. Often children are unaware of their own thinking while they are thinking. When asked, "How did you solve that problem?" they may reply, "I don't know, I just did it". We need to encourage them to describe their plan of action before they begin to solve a problem.

## **Striving for accuracy and precision**

Successful people appreciate and strive for correctness, elegance, and fidelity. Children, as we know, are often careless when completing work. They often want to finish quickly, rather than reflect on the accuracy of their work. Speed of completion surpasses their desire for quality.

## **Questioning and problem posing**

Children often depend on others to solve problems, to find answers, and to ask questions for them. They are sometimes reluctant to ask questions for fear of displaying ignorance. We want children to be alert to, and to recognize discrepancies and phenomena in their environment and to inquire into their causes: "How high can birds fly?"

## **Applying past knowledge to new situations**

Surely the ultimate purpose of

learning is to learn from experience. When successful people encounter problems, one of the first things they ask themselves is: "What do I already know about this?" "What strategies have I used in the past, which can help me now?" Yet we find that while children can pass maths tests in school, they struggle to decide whether to buy five items for £2.15 or six items for £2.01 at the shops.

## **Thinking and communicating with clarity and precision**

Language and thinking are closely entwined. Successful people use specific terminology, refrain from over-generalizing, and support their assumptions with valid data. When you detect vague, fuzzy language, you detect vague, fuzzy thinking.

## **Ingenuity, originality, and insightfulness: creativity**

Some people think creative humans are just born that way; that creativity is in their genes and chromosomes. Increasingly we are coming to realise that all human beings have the capacity to generate novel, original, clever or ingenious products, solutions, and techniques – if that capacity is developed. Successful people are creative. Creative people take risks, living on the edge of their competence. They are open to criticism. They tend to project themselves into different roles using analogies.

What does all this mean to us as teachers? The Institute for Habits of Mind website [www.instituteforhabitsofmind.com](http://www.instituteforhabitsofmind.com), provides a wealth of ideas and resources for how to start to embed this into our schools. Many of us will already place great emphasis on some of these areas, but perhaps not in such a structured and overt way. It's a great topic to discuss at your next staff meeting.

The author is Master of St Olave's School, York, and chairman-elect of IAPS



2009  
Winner  
Jaimee  
Harris

# Photographer of the Year 2010

**N**ow is your chance to prepare your entries for the 2010 competition. Entries must be received by May 31st, 2010 and the winning photographs will be published in September 2010.

Digital cameras will be presented to the first three prize-winners.

**The task:** Take a photograph in colour, or black and white, illustrating life in a prep school. It could be on the sports field, in the classroom, at societies or

clubs, showing pupils at work or play. It must be sharp, it must be well-composed and, above all, it must show the fun of life in a modern prep school.

**The rules:** Only pupils at prep schools may enter; no more than two photographs per entrant; files should be a minimum size of 15cms x 20cms and 300dpi/ppi. Photographs are only accepted in an electronic format either by posting a CDRom to John Catt Educational, 12 Deben Mill Business

Centre, Old Maltings Approach, Melton, Woodbridge, Suffolk IP12 1BL or by email to: editor@johncatt.co.uk

Label the entries clearly with your name and school address. And please enclose an entry form from the magazine (printed below) to certify the work is yours. One entry form can cover all of a school's entries. If you would like your photographs to be returned, please enclose a stamped, self-addressed envelope of a suitable size.

## ENTRY FORM

### Prep School Photographer of the Year Competition 2010

Name of Entrant(s) \_\_\_\_\_

Name of School \_\_\_\_\_

Name of Confirming Teacher \_\_\_\_\_

As far as I am aware this photograph is the sole work of the above pupil.

Please photocopy this form and attach it to the back of each entry.

Send entries to Prep School Photographer of the Year 2010, John Catt Educational Ltd, 12 Deben Mill Business Centre, Old Maltings Approach, Melton, Woodbridge, Suffolk IP12 1BL.

# Celebrating the best in books

World Book Day was nominated by UNESCO as a worldwide celebration of books and reading and is marked in more than 100 countries around the globe. Although the UK and Ireland celebrate on the 4<sup>th</sup> March, most other countries hold World Book Day on 23<sup>rd</sup> April. Here is a selection of events held in prep schools.



**Children** at The Froebelian School in Horsforth, Leeds, celebrated with local man George Peter Algar, author of *The Shepherd Lord*, who visited the school to explain the story and to read extracts to Years 5 and 6.

*The Shepherd Lord* portrays an enthralling but largely forgotten episode from medieval English history which has been researched and brought to life from the shadows of two dusty poems; the *Shepherd Lord of Skipton Castle*, a work by William Wordsworth, and *The Nut-Brown Maid*. Set in the 15<sup>th</sup> century against the backdrop of the War of the Roses, it is the story of Henry Clifford, the aristocrat who was raised as a shepherd for his own safety.

An amateur historian and descendant of the Bolling family, George Peter Algar has written the story in his own unequivocal style, with narration and dialect. Written from the perspective of a father-son relationship, the book takes a refreshing approach to telling the story of a rich feudal history set in

Yorkshire at the time of the War of the Roses.

**The girls** of Seaton House School, Sutton, all came to school dressed as a character from a favourite book or story and received a £1 World Book Day token to redeem against one of six specially selected titles with the World Book Day logo. The school was awash with fairies, princesses, ballerinas, cats, dogs and squeaky mice along with Harrys, Alices, Ugly Sisters and, uniquely, Moonmintroll and Sponge Bob Squarepants.

**At Ballard School**, pre-prep and Years 3-5 dressed as characters from books led in a parade by the Pied Piper. In a colourful assembly, all the characters showed off their costumes whilst Years 5, 6, 7 and 8 received their Readathon cards. They have until after Easter to read as many books as possible to raise money for the Roald Dahl Foundation and CLIC Sargeant, which help sick children across the

UK. Many other 'bookish' activities took place in the classroom: acting out scenes from books; miming characters; listening to stories read by the authors and collecting jokes for the World Book Day Joke Book.

**Reception classes** at Sutton Valence Preparatory School were transformed into one gigantic fairy story as children and staff came into school dressed as fairytale characters. Several Snow Whites and Little Red Riding Hoods came face to face with knights, princes, pirates, fairies and wolves as their imaginations ran riot on the last day of the half-term.

The day began with children participating in a variety of fairytale workshops, including wand, crown and mask making and cooking 'poisonous' toffee apples.

In the afternoon, the children enjoyed a fairytale ball where the Sleeping Beauties were whisked off their feet by their Prince Charmings and taught how to dance in pairs.

# Welcome to the head's study

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01372 822465, ganklesaria@clfs.surrey.sch.uk

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01823 349250, tpsheadmaster@tauntonschool.co.uk

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by Montrose, Angus, DD10 0HN,  
01561 362220, office@lathallan.com

Mrs Linda Young, Moira House Junior School, Upper  
Carlisle Road, Eastbourne BN20 7TE,  
01323 636800, lyoung@moirahouse.co.uk



## What's on where and when and who to talk to

DATE	EVENT	VENUE	CONTACT	TEL NO.
12-13 Jun	IAPS Fencing Championships	Millfield Preparatory School	Sue Benney	01458 832446
14 Jun	IAPS Golf Championship	Royal Lytham St Annes	Stan Jenkinson	07760 178275
17 Jun	IAPS U11 Rounders Finals (regional rounds at own venues)	Windlesham School	Gill King	01903 874721
12-14 Jul	IAPS Tennis Tournament	Queenswood School	Mike Kelham	01749 812281

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**15 May, Textiles** – constructed textiles and mixed media work using silks, inks, paint, batik and felt, Cheam School, Newbury

**9 June, Painting outdoors** – landscapes and trees in acrylics, Bilton Grange School, Rugby

### Design and Technology 2010

**17 May, Electronics** – a beginner's guide to using electronics in DT, Summer Fields, Oxford

**26 May, Wood** – hand techniques as well as machinery methods for woodwork in DT – lots of practical ideas for use in KS2/3, Abingdon Prep, Oxon

**9 June, Plastics** – using perspex and mouldable plastics in DT – lots of hands-on ideas for KS2/3, Abingdon Prep, Oxon

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# Runners descend on Malvern



Parents, teachers and top sports performers cheered home hundreds of youngsters taking part in the 18<sup>th</sup> National Prep School Cross Country Championships hosted by Malvern College. Nick Goolab, the reigning European Cross Country Silver Medallist, presented the prizes and signed autographs, giving extra inspiration to all the nine to 13 year-olds taking part.

While wet underfoot, the traditional course for this annual event, over the Malvern Common and through the college grounds, provided an exciting cross-country experience for pupils travelling from as far afield as Kent, Norfolk, Cumbria and Cornwall.

Stephen Winter, of The Beacon School, Amersham, Buckinghamshire, said: "The boys performed admirably on a fantastic cross-country course. We had a great day and to achieve second and third place in the boys U11 event was brilliant – we are already looking forward to next year."

Millfield Prep School also had a very successful day with Lydia Lavallin and Amy Cooper winning the U11 and U13 Girls' individual events and team victories in the U13 Boys' and U13 Girls' events.

## U11 Girls

The first race of the afternoon involving the U11 Girls was keenly

contested over 1.7 km in which there were 131 finishers. After just over 1 km of common land, four runners started to break away Catherine Longe (Beeston Hall), Isabella Shuldham (Leweston Prep School), Lydia Lavallin (Millfield Prep School) and Molly D'Arcy Rice (Beaundesert Park).

As they approached the last downhill part of the Common Lydia started to make her push for home with Isabella in close pursuit. In the final 100 metres through the college grounds and onto the fast flat finish Lydia pulled further ahead to win in a time of 8 minutes 4 seconds with Isabella in second place (8.07). Catherine and Molly both shared the same finishing time of 8.13 but Catherine just crossed the line first to secure third

place. Abigail Saker from Bromsgrove Prep and Elizabeth Neal from Kent College Junior School, Canterbury, finished in fifth and sixth place. The top six to finish were presented with a plaque by Junior International Cross Country star Nick Goolab.

Beaundesert Park won the overall team race and Abberley Hall won the popular Small Schools Trophy.

## U11 Boys

This race was over 2.6 km and involved more than 150 runners. A large group of boys set a fast pace for the first half of the course. The two tough hills in this section then started to affect some as they faded in the latter stages and the pace picked up again on the downhill and flat stretches.





Picture: Ted Blackbrow

Francis Perumatantri is only 12 years old and stands just 4ft 2 inches, weighing a mere four-and-a-half stones, yet he is the star scrum half of Orwell Park's 1st XV. In a recent 16-team tournament at Finborough School, Orwell Park finished fourth but Francis, dubbed the Mighty Atom by his team mates, walked away as Man of the Tournament, awarded by England hooker Dylan Hartley. His citation included: "If any player epitomised the true spirit of the great game of Rugby Union, then it was Francis."

With just under a kilometre to go Archie Cleverly (Maidwell Hall) and the two Beacon School runners Angus Dennison-Smith and Ed Mundy were looking like favourites for the top three places. Archie entered the college grounds with a small lead and then surged ahead on the Senior Turf finishing four seconds ahead in 10 minutes 5 seconds, with Angus in second place (10.09) and Ed in third (10.12). The next three runners all started to increase their pace towards the tape, guaranteeing their places in the top six presentations. Benjamin Hooper (Lambrook), Henry Davies (Cheam) and Saul Fairman (Polwhele House School) finished in fourth (10.15) fifth (10.16) and sixth place (10.17).

Beacon School, Amersham, was the convincing winner of the main team competition with 53 points. Abberley Hall, who also won the Small Schools Trophy, was second and Cheam was third.

#### U13 Girls' Race (2.6 km)

Amy Cooper from Millfield Prep School was the very impressive winner of the U13 Girls' race,

winning the 2.6 km race by seven seconds and finishing in a time of 10 minutes 23 seconds. Amy said: "I came seventh last year and I am really pleased to win today." Poppy Jones of Winterfold House used her strength and stamina to secure second place in 10 minutes 30 seconds. The top six girls all finished inside 11 minutes with Hanna Lidbetter from Danes Hill showing a good turn of pace in third place (10.34), well ahead of Storm Sunderland (Winchester House), Amy Dunstan (Beautesert Park) and Olivia Allin (Millfield Prep School) in fourth (10.41) fifth (10.50) and sixth place (10.52).

Millfield Prep School took the team trophy with 40 points ahead of Danes Hill (62 points) and Winchester House (98 points). Abberley Hall collected their third Small Schools Trophy of the afternoon benefiting no doubt from training over the hills near the village of Abberley in Worcestershire.

#### U13 Boys' Race (3.2km)

The last race of the afternoon included a tough additional loop taking the U13 boys up to the very

top of the Malvern Common. 129 boys completed the 3.2 km course within 20 minutes with the top 23 finishing in less than 15 minutes, indicating good strength and depth. Unsurprisingly, the field began to stretch out, especially after the long climb to the top and five boys started to look the favourites for the top places with about half a kilometre to go. The eventual winner, Joshua Cara of Spratton Hall, finished very strongly, 11 seconds ahead of the rest of the field in a time of 13.40. Charlie Martin (Millfield Prep School) finished in second place (13.51) ten seconds ahead of Harry Spawforth (Danes Hill) who came in third in a time of 14.01. There was a close battle for fourth (14.04) and fifth places (14.05) with Will Roud (Dulwich Prep Cranbrook) just finishing ahead of Harry Leleu (Seaford). Sixth place went to Benjamin Horgan from Lambrook.

Millfield Prep School won the team event, with Spratton Hall in second and Parkside School in third place. Maidwell Hall, winners of the Small Schools' Trophy, finished fourth in the overall competition.



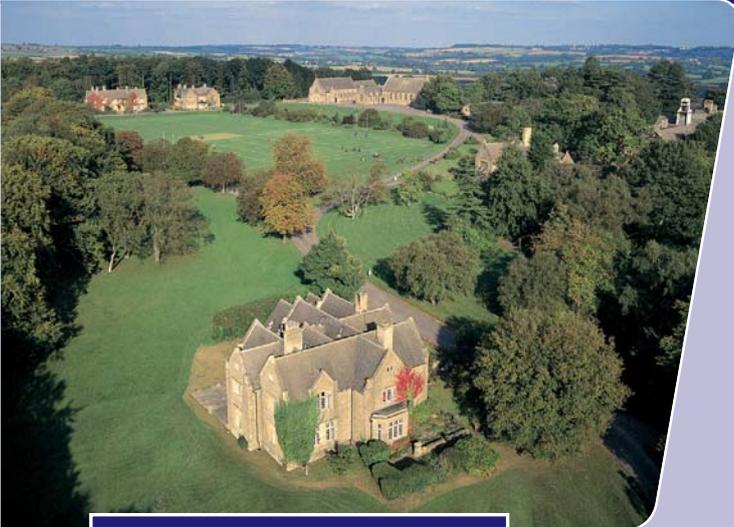
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# Chess: not so much a board game as a way of life

By Stephen Sharland

Chess is one of the most widely enjoyed games in existence. It cuts across nationalities, age, intellect and even financial considerations; played by small children manoeuvring pieces in a basic way across the board to the chess elite trying to outwit their opponent at international level, or in some cases, computers designed to consider multiple combinations of moves.

My interest is at the school/club level where the story invariably begins. So many schools have chess clubs or lunchtime chess activities (though many schools, it seems, have no chess whatsoever). At Lochinver we have a thriving chess team and club, and since 1989 I have endeavoured to go a stage further and engage Lochinver in an organized routine of chess fixtures. We play against as many other schools as we can on a weekly basis.

Playing up to 30 matches a year against numerous prep, primary and senior schools and 'fielding' U13, U11 and U9 teams the boys are kept truly busy battling across a chess board while others are outside scoring goals for the soccer team – at least the chess cannot be rained off.

Unlike so many board games that are fun to play, but which rely on the luck of the die, chess, with the current game going back to the 15<sup>th</sup> century, necessitates a combination of skill, judgement, tactics, forward planning and concentration, and is, I believe, far above most other board games.

It is often thought that the person organizing clubs must necessarily be some sort of expert himself. This is not the case. While it is certainly a definite advantage, school chess can often be very successful in the hands of an enthusiastic organizer (often with basic knowledge); someone who



may be a teacher or parent helper, who will promote and foster an interest within their own school and reach out to other schools for friendly matches, and participate in the tournaments/leagues that occur throughout the year.

What benefits are there? Apart from the fun of the 'cut and thrust' of the game, children learn to think and plan ahead and this will engender concentration over time. This, in a world where rewards, results and gratification must be instant, is worth striving for.

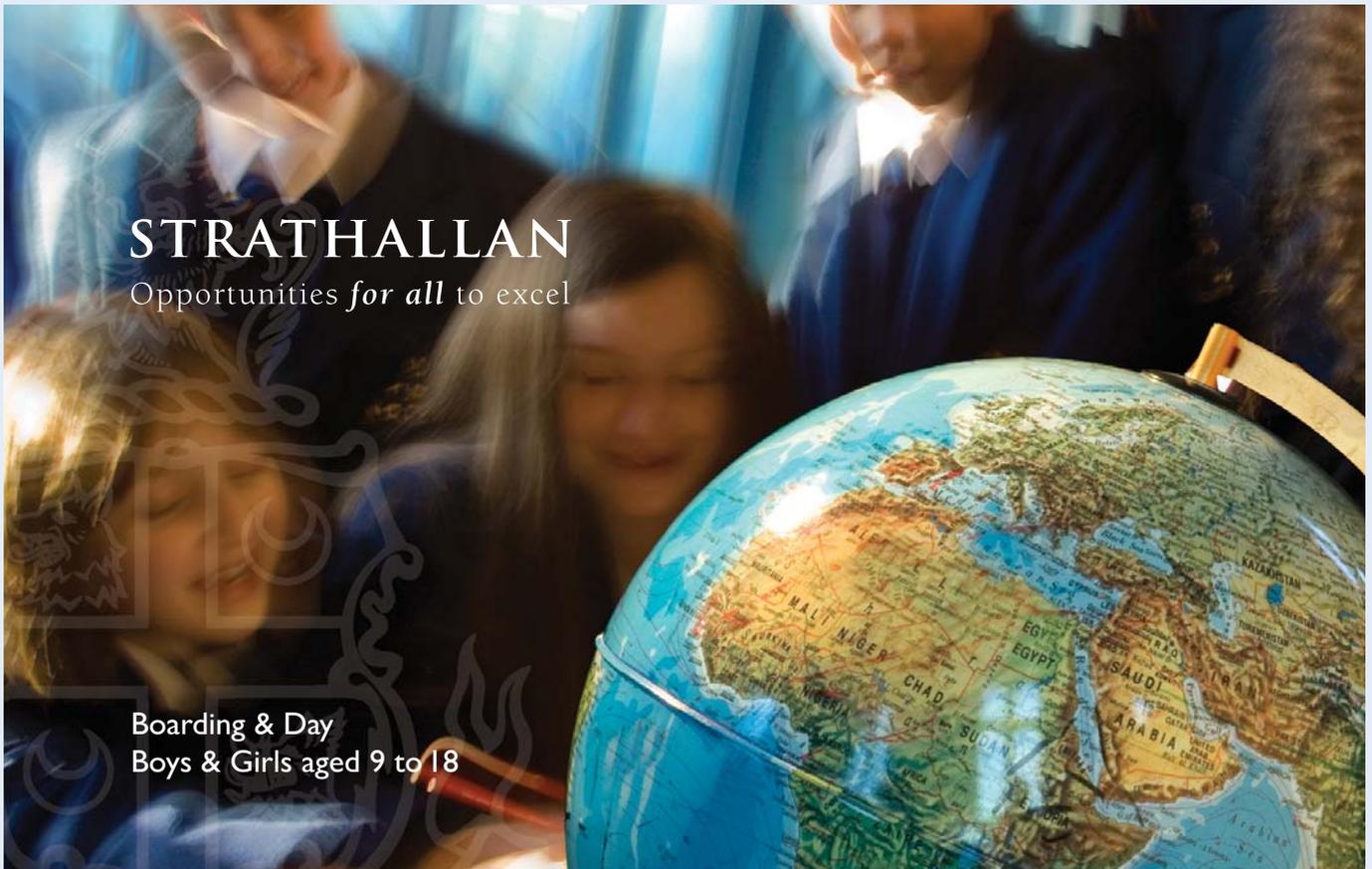
Children learn, moreover, to feel a sense of achievement with their win; lose with good grace; engage in the social side of conversing with their opposite number during the tea that is always enjoyed afterwards and, I hope, experience the satisfaction of engaging their own intellect – a satisfaction that should feel more rewarding over so many merely passive pursuits such as television, computer games or hours on the phone.

A big must for Lochinver each Easter term is the UK Land Chess Challenge. With up to 70,000 children from 2000 prep, primary and senior schools across the UK

competing, this is a golden opportunity for players of all abilities to participate in an event that can range from mere fun to the very serious, when winners pass on to the area megafinals and then to the national gigafinals. We are currently playing in this event for the fourteenth year in succession.

So, wherever your school might be situated, all you really need is a few chess sets, an enthusiastic adult and a multiple of eager children and there will be many opportunities for your school to challenge neighbouring schools to a friendly match; in fact, if you are not too far from Lochinver you may like to come here and play us or we could come to you – but if we do, please make sure to put the kettle on and have a packet of biscuits open.

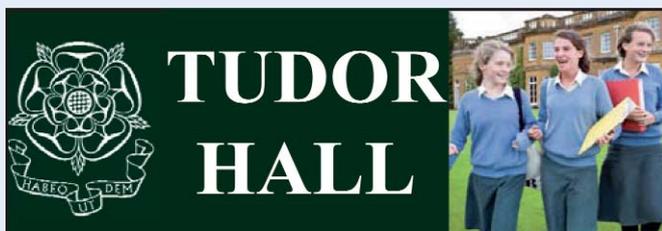




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Terrington Hall School, near York, has held its 12<sup>th</sup> annual U13 rugby sevens tournament, started by the Headmaster Jon Glen in 1999 when eight teams took part. The tournament has grown to become the largest event of its kind in the North of England with 32 schools travelling across the UK from London, Shropshire and Edinburgh. After five hours of highly competitive play, St Olave's, York, took the Cup having beaten St Mary's Hall, Stonyhurst, 28-10. The Plate was taken by Cundall Manor who beat St Martin's Ampleforth, (22-0); the Bowl went to Newcastle School for Boys who beat Terra Nova 17-7; and the inaugural Shield was claimed by Caldicott 'B' who beat Durham Choristers 12-7.



Pupils from the Froebelian School based in Horsforth have done exceptionally well in a netball and cross-country sports tournament, which was organised with 17 other schools and held at Queen Margaret's School, York. Playing particularly well and coming runners up, nine Froebelian girls from Years 5 and 6 played netball teams from as far north as Scotland and as far south as Suffolk. The day culminated in a very exciting and closely fought final.

In the cross-country event, a team of four girls ran 2km with Molly Hamilton (Year 5) coming in tenth place, Emma Peacock 13<sup>th</sup> place, Phoebe Ridyard 22<sup>nd</sup> place and Amy Peacock 26<sup>th</sup> place. Prizes were presented by Gareth Southgate. Froebelian's Games Captain, Melissa Shepherd, was awarded 'Player of the Netball Tournament'.

Two pupils from Millfield Prep School, Glastonbury, Emily Bayliss, aged ten, and Jenny Vincent, aged 13, have been selected for the Somerset Girls U13 Cricket Team. Emily is an all-rounder who was introduced to cricket through her brother and was inspired to play cricket after watching the England Ladies at the Somerset Cricket Ground last year.

She has been taking cricket classes ever since, and is very grateful to her mum for ferrying her around to training sessions all over the place. She has to go to Radstock every Sunday for two hours of training, which is increased to four hours over half

term. All the hard work has paid off though, and she is elated to have been chosen to play county cricket for the U13s, as this is two years older than her age group. She is a keen Somerset supporter.

Jenny started attending county trials after moving to Somerset, where she took part in lots of drill and net practice to test for ability and strength. She has been a member of the county team for the last two years and this is her third season coming up.

Before they play each match they do half an hour of warm-up, which includes ten minutes of football (at

which Jenny is also accomplished). Jenny said: "I fell in love with cricket when we went on holiday to Cornwall and played cricket for two hours with my best friend and his granddad. In later life I would like to play cricket for England at an international level."



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**St Bernard's Preparatory School, Slough, welcomed three other local prep schools to their annual under 8 and under 9 football tournaments. The participating schools were Lambrook Haileybury, Holy Family, Dair House and the hosts St Bernard's. Lambrook Haileybury were the overall winners in both age divisions with Holy Family as close runners up.**

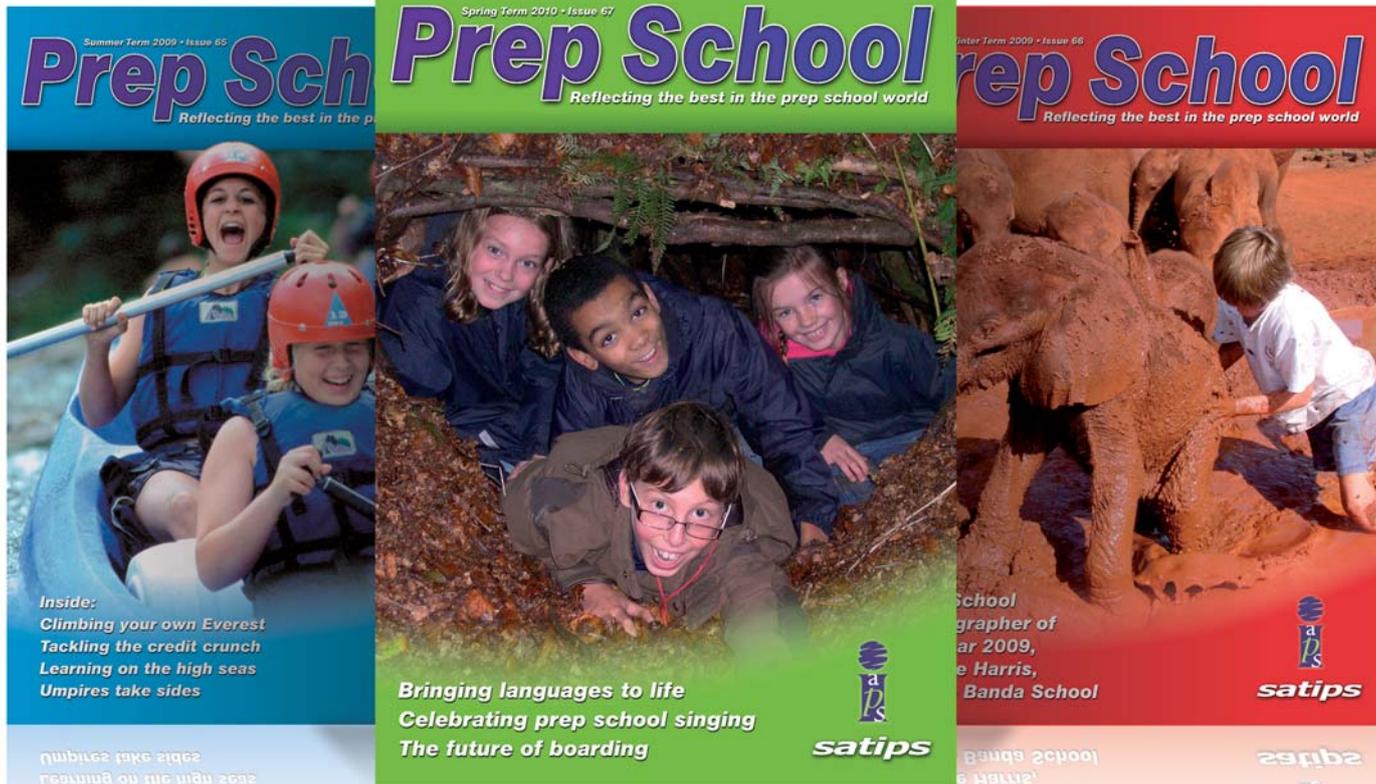
Eboni Beckford-Chambers, England Netball's Goal Defence visited Sevenoaks Prep School, putting the girls through their paces. She did skills training and drills for each of the squads from the Under 8s upwards, each drill a little harder as she progressed through the squads. After the practice there was time for the girls to ask the England U21 Captain some questions.

She took a lot of questions about her diet (plenty of fruit and vegetables, no chocolate and lots of water), her daily routine (up at 6.30am every day to train for an hour and a half – then to study at university, then training again from 6.30pm to 9.00pm in the evening), the team she most wanted to beat (Australia) and her height. The girls were amazed that at 6' 1", Beckford-Chambers is one of the smallest on the England team.

The England International netballer explained to the girls that she started playing netball in Year 5 and was spotted by an England scout. She attended England trials but was not fit enough and did not make it through the first time. This made her even more determined to secure a place in the England team and she trained even harder and this, twinned with her determination to win, paid off.

The 21-year-old graduated in law last year and is now studying for her masters as well as representing her club team – Bath – and her country. She was keen to stress the importance of her academic studies, which gives her security if she was no longer able to play netball.





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# ...and it's goodbye to him

By Arthur Hearnden

So farewell then David Tytler. You were editor of *Prep School* for nearly fifteen years. Not any longer. "From the Editor." That was your catchphrase. No, not an E J Thribb obituary, rather a tribute to the contribution to independent education of an old friend who has done so much to enliven debate in prep schools.

In his first editorial David acknowledged the solid foundation laid by his predecessor Anne Kiggell and declared that he had no intention of sweeping away more than surface dust. He was as good as his word. There were no new eye-catching gimmicks it was substance that mattered. *Prep School* retained its dignified format and continued to be filled with lively and interesting articles, free of the jargon that so easily creeps into writings on education. I don't remember ever reading that dutiful cliché best practice. I hope my memory serves me correctly.

It was a coup to sign up a successor to Anne with such extensive and, in the end, appropriate journalistic experience. After five years of the customary apprenticeship on regional newspapers David worked at the *Sun*, *Daily Express*, *Daily Mail*, *Mail on Sunday* and finally *The Times* where he was successively executive editor, news editor and finally education editor. This position gave him the keen interest in education, which later led him to join the ranks of Ofsted inspectors.

So by the time he became editor of *Prep School*, David knew a thing or two about schools. He had been one of a number of journalists who gave the independent sector generous and favourable coverage in the late 1980s and early 1990s, years when those brilliant operators at the Independent Schools Information Service (ISIS), David Woodhead and Dick Davison,

achieved unprecedented prominence for independent education in the national press. Halcyon days for St Cake's.

So it was hardly surprising that *Prep School* began to feature pieces by leading national figures in education. The first issue under David's editorship contained the views of Gillian Shephard, the Education Secretary, the other Woodhead, Chris, Her Majesty's Chief Inspector of Schools, and Doug McAvoy, General Secretary of the National Union of Teachers. Mrs Shephard played ball by acknowledging the quality of education provided in prep schools, in particular the expertise built up in their nursery departments. Chris Woodhead and Doug McAvoy for their part dispensed appropriate wisdom.

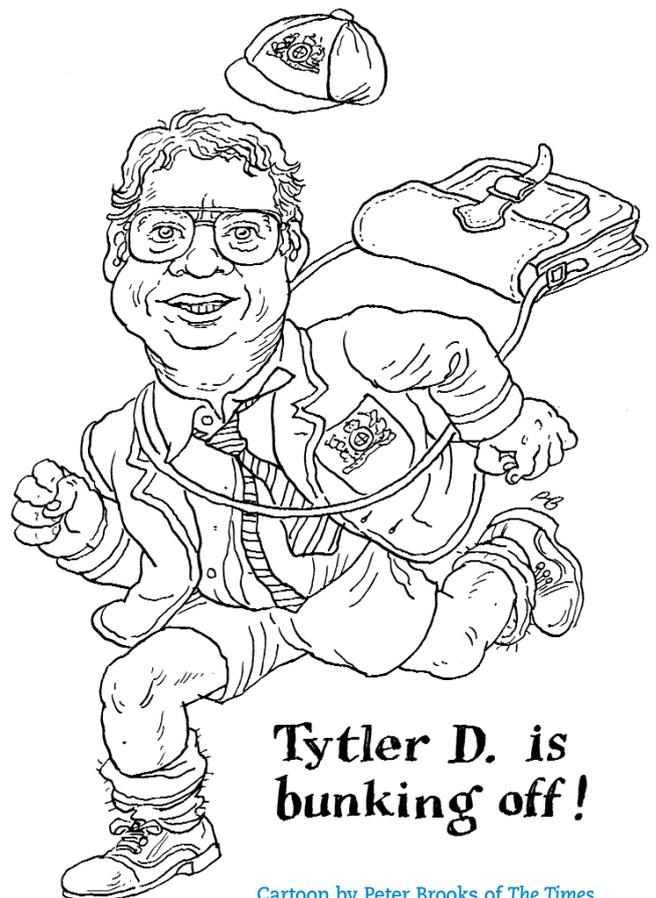
Fast forward, as they say, to two more recent illustrations of David's contribution, one parochial one strategic. On the parochial front he has been at pains to ensure that *Prep School* is not the property of any one constituency but genuinely independent, catering for the interests of teaching staff as much as heads – or parents or governors for that matter.

More strategically it was *Prep School* that gave prominence to some valuable research by mtmconsulting of Southwold, an organisation that has turned around the fortunes of many a struggling school. What this revealed was a huge untapped market for independent education. As David pointed out, the next step is to find out

what deters so many parents who can afford the fees from positively opting for an independent rather than a state school, and how to encourage them to change their minds. A challenge for IAPS Heads and their governing bodies.

Now change is on the agenda. But for someone who has been a freelance journalist for nearly 20 years, giving up *Prep School* will hold no terrors. Our former editor's assignments will continue to take him far beyond his home base in Suffolk; while on his doorstep there will be plenty to do as Chairman of Blythburgh Parish Council. David, we all wish you well in your future activities and thank you warmly for the thoughtfulness and consistency of your guidance of *Prep School*.

*The author is a former general secretary of the Independent Schools' Council*

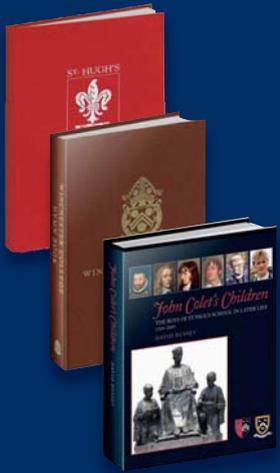


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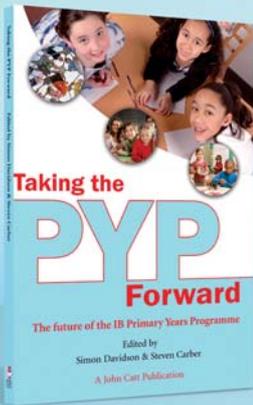
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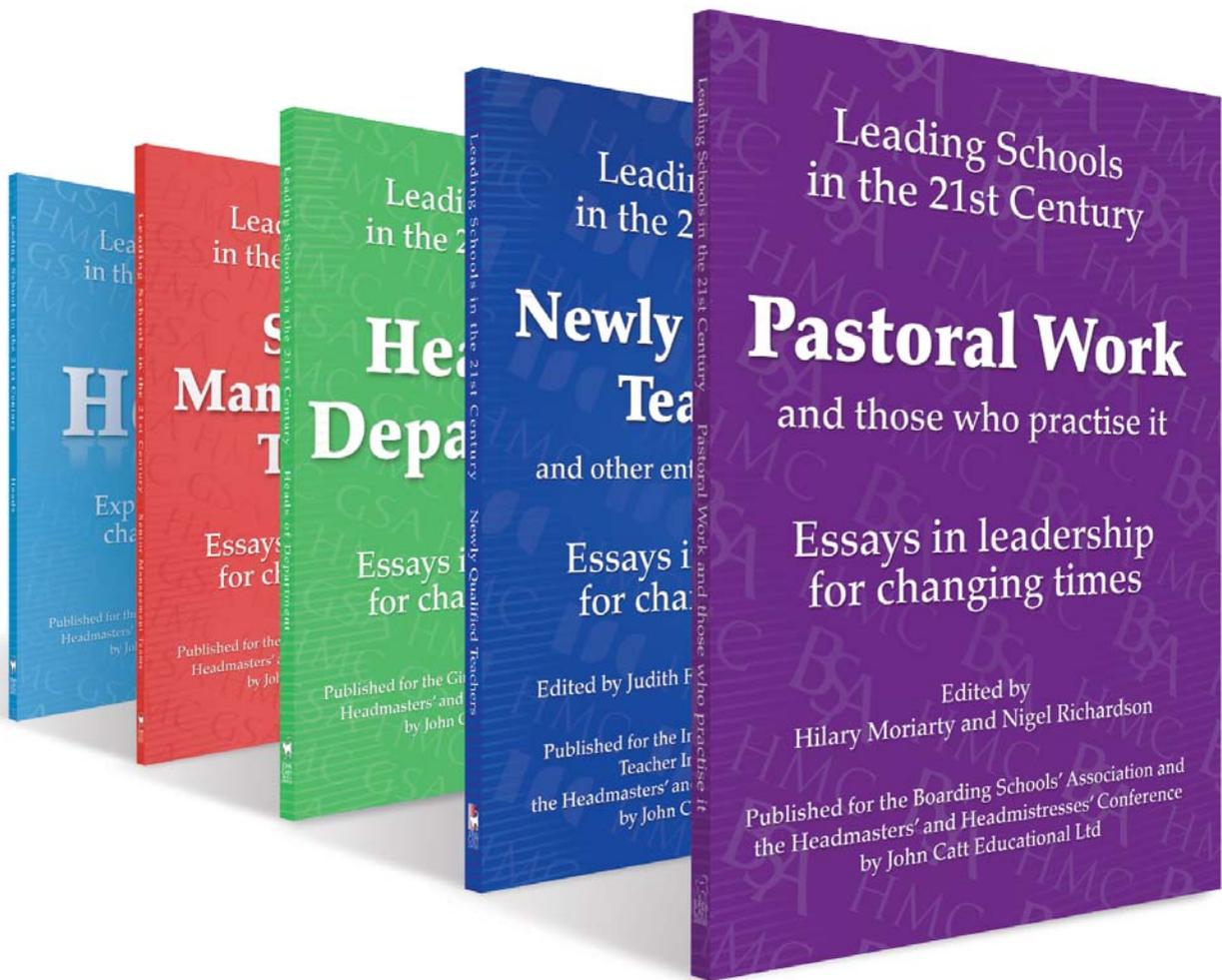
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