

PREP SCHOOL

Reflecting the best in the prep and junior school world



Effective branding

Building a brand for your school

Embracing the potential of social media



Is something missing in your MIS?

Synchronise your accounts and your admin with Oasis

Oasis School Accounting makes your MIS complete.

Install Oasis and your accounts will work seamlessly with whatever administration software you're currently running.

Oasis automatically synchronises with all the popular school databases, meaning your teachers simply carry on using the software they're familiar with.

You'll never have to enter names and addresses twice again.

Oasis has been designed exclusively for bursars in Independent Schools, and is the result of 30 years of development. Meaning you get the best-of-breed school accounting package.

We'd love to show you how Oasis could work for your school. Call us:

020 8566 7131

Visit: OasisSchoolAccounting.co.uk



Contents 2015 Autumn

- 5 From the editor
- 7 SATIPS
- 8 National schools handwriting competition 2015
- 11 SATIPS art exhibition 2015
- 12 Nurturing 'star talent'
- 15 Assertive Mentoring
- 17 Safeguarding - keep up to date!
- 20 Putting the heart back into education
- 22 PSHE - how can we make sure we get it right?
- 26 Could they be dyslexic?
- 28 Ten trends, factors and shifts affecting education
- 30 Decoding words
- 33 'Then and now' - our journey with Ali Sparkes
- 36 Tutoring and schools - a positive tale
- 38 The best days of their lives
- 41 Do you know your target audience?
- 44 Shaking up social media
- 46 What makes effective branding?
- 48 The soft skills to succeed
- 51 Could tablet devices be delivering more for schools?
- 55 PE for the digital age
- 56 Art detectives
- 60 Looking back and projecting forward
- 64 The rugby football museum
- 66 Why navigation should be taught in schools
- 68 Courses and events
- 69 SATIPS directory
- 70 Viewpoint



Editor

Michèle Kitto

Steering Group

satips

Alex Sharratt (John Catt Educational)

Publishing Editor

Samantha Wilkins

Advertising

Gerry Cookson, gcookson@johncatt.com

ISSN: 0963 8601

Printed by Micropress, Reydon, Suffolk IP18 6DH

Publishers' Notice

Prep School is published three times a year, in January, May and September, by John Catt Educational Ltd. £25 for a two-year subscription, post paid; discounts for bulk orders are available.

Opinions expressed in *Prep School* are not necessarily endorsed by *satips*; likewise advertisements and advertising features are printed in good faith. Their inclusion does not imply endorsement by *satips*.

Subscription Details:

The Business Managers are John Catt Educational Ltd, 12 Deben Mill Business Centre, Old Maltings Approach, Melton, Woodbridge, Suffolk IP12 1BL.

Tel: (01394) 389850 Fax: (01394) 386893, to whom enquiries regarding advertising, subscription order forms and correspondence about subscriptions should be sent.

Contributions to *Prep School* should be sent to the Editor, Michèle Kitto, editor@prepschoolmag.co.uk.

News items for the Spring edition should arrive no later than 15th October 2015.

www.prepschoolmag.co.uk



Revolutionising your School Information

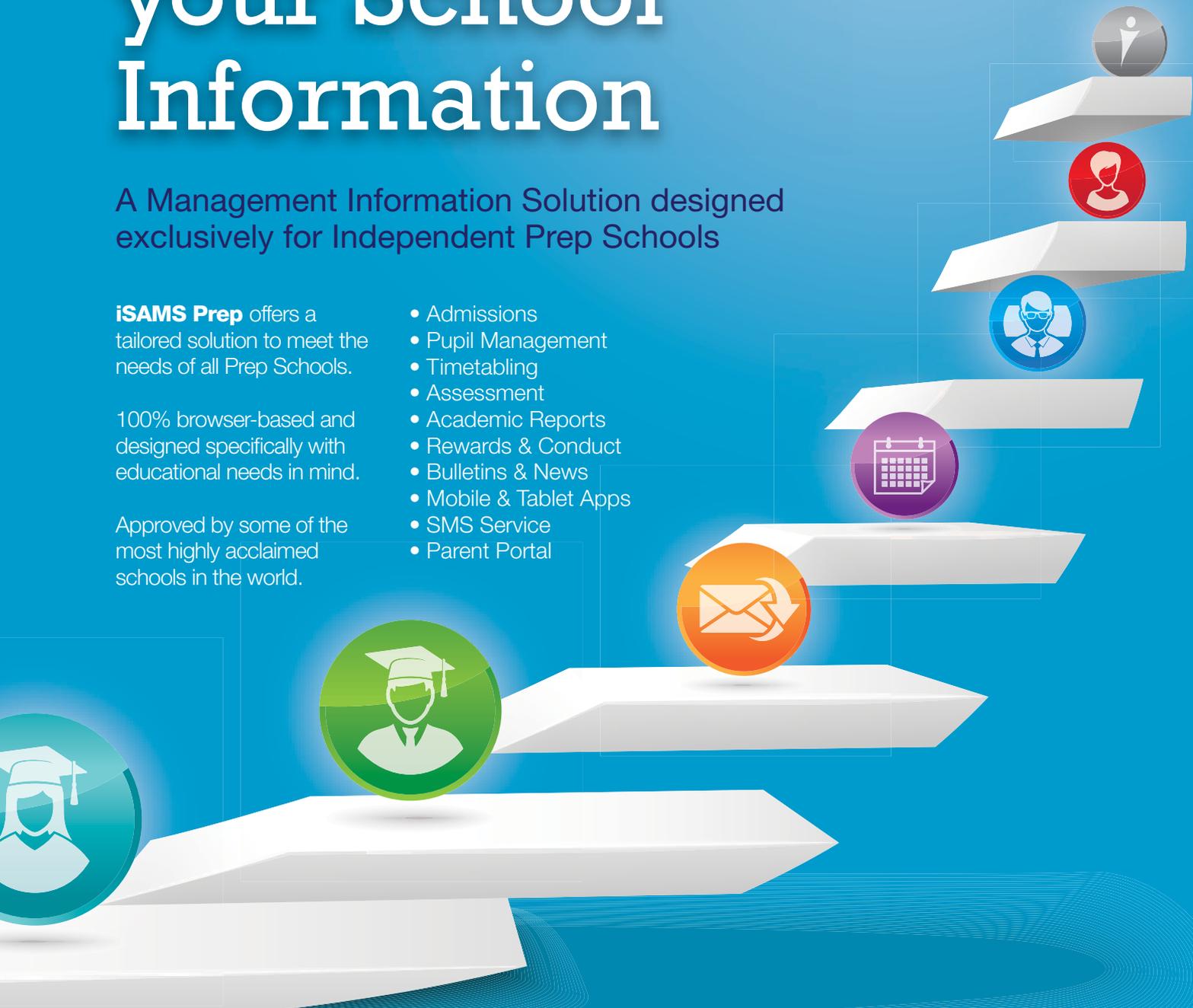
A Management Information Solution designed exclusively for Independent Prep Schools

iSAMS Prep offers a tailored solution to meet the needs of all Prep Schools.

100% browser-based and designed specifically with educational needs in mind.

Approved by some of the most highly acclaimed schools in the world.

- Admissions
- Pupil Management
- Timetabling
- Assessment
- Academic Reports
- Rewards & Conduct
- Bulletins & News
- Mobile & Tablet Apps
- SMS Service
- Parent Portal



Call us on **01604 659100** or visit
www.isams.co.uk for more information

From the editor



Vulnerability, perhaps an odd word to begin an editorial for a new school year. Especially if you have just had a wonderful relaxing holiday getting away from the stress and strains of school life. You could be reading this magazine as you settle in to your new office in fresh pastures, for others you

may still be dreaming of that new moment and writing the applications and for many no doubt the routines of familiarity are a comfort. Whatever your situation, you will no doubt still have those ever increasing to do lists, the conflict you perhaps are dreading, the pastoral issues that are draining and the inbox that is full!

Vulnerability; a word that perhaps has already made you wince/cringe/shout, could be the key to creativity and your wellbeing. Please hear me out. I am not advocating that you cry in your first staff meeting but reflect back to a situation when you were vulnerable. Perhaps you thought something would go one way and then the goal posts changed or you really wanted a job but you came second or your strategy did not work. At the time it was devastating but in that vulnerability you saw things differently and I hope over time could reflect back and see that either you accepted the situation or you creativity found another solution. You looked back with wisdom and

learnt valuable things. Some of my most creative teaching has been when I was at my most vulnerable, a group of disaffected teenagers with behavioural issues, a department with no money, a lesson in a rainy field...

I believe that a world with a constant strive for perfection is damaging, just look at the pressures on our youth of today living in an A* and 24/7 digital social media world. Alongside a juxtaposition of parents who struggle with the concept that they are not perfect enough in comparison with the other perfect ones around. The impact emotionally on them is huge, let alone their children! The reality is that the ones they look to for being as perfect, under the surface are just as vulnerable, but just not willing to admit.

If we are in the job of making a difference in the lives of people, staff, children and families, then we need to be more truthful in our own lives. We can never be perfect! What we need to learn to say is yes, I got that wrong let us work together to solve it. In these moments of imperfection we become human, humble and real. In a world of pressure from many directions I hope that we can use these opportunities to learn, reflect and move on. It is in these moments of vulnerability that our pupils, staff and parents can see that we are authentic!

Enjoy a wonderful term and make time for you!

Michèle Claire Kitto

SUBSCRIPTION ORDER FORM

Prep School is published three times a year – January, May and September. Single copies cost £4.17.

Two-year subscriptions covering six issues cost £25.00. Special terms are given for bulk orders, as below.

Please fill in the number of subscriptions required and the total amount payable.

	<i>No. of Subscriptions required</i>	<i>Total amount</i>
1-4	two-year subscriptions @ £25.00 each	£
5-9	two-year subscriptions @ £22.20 each	£
10-19	two-year subscriptions @ £20.28 each	£
20 or more	two-year subscriptions @ £18.48 each	£

Cheques should be made payable to **John Catt Educational Limited** and sent to the address below.

Cheque for £ enclosed Signed Date

Name School name

(Block Capitals please)

Address.....

..... Postcode

Alternatively, we can invoice the school for your order. If this is more convenient, please indicate with your signature here

**PLEASE RETURN THIS FORM WHEN COMPLETED, WITH YOUR CHEQUE, TO:
John Catt Educational, 12 Deben Mill Business Centre, Melton, Woodbridge, Suffolk, IP12 1BL**



We do exactly what it says on the tin.

Perry Uniform is a full service school uniform and sports kit supplier with an extensive range of services that make us a natural choice for any school. We work alongside our schools to deliver exceptional performance to parents, tailoring our services to meet the needs of both school and parent alike.

Offering the convenience of on-line, showroom and shop as a truly integrated multi-channel shopping service is just one of the many benefits of working in partnership with Perry Uniform.

Call us on 0113 238 9520 today and find out how we can work with your school.

Perry[®]

U N I F O R M

www.perryuniform.co.uk
info@perryuniform.co.uk

SATIPS

Satips celebrates the success of this years pupil led events, and takes a look at what lies ahead in 2016

SATIPS prides itself on being an organisation which works directly with schools and teaching staff in particular, providing support, encouragement and challenge. This sense of challenge has been evident in two of our largest pupil led events; the Handwriting Competition and the Art Exhibition. The Handwriting Competition, organised in conjunction with Cambridge University Press, saw more than 7000 entries from pupils aged between 6 and 13. The overall school winners were St. Faith's, Cambridge.

In April we were able to see art work from pupils all over the country at the SATIPS Art Exhibition at St. Ronan's School in Kent. The viewing weekend was a tremendous success with many pupils, families and school staff being treated to a fantastic exhibition. This featured a staged piece of theatre on a 'Harry potter' themed set amongst

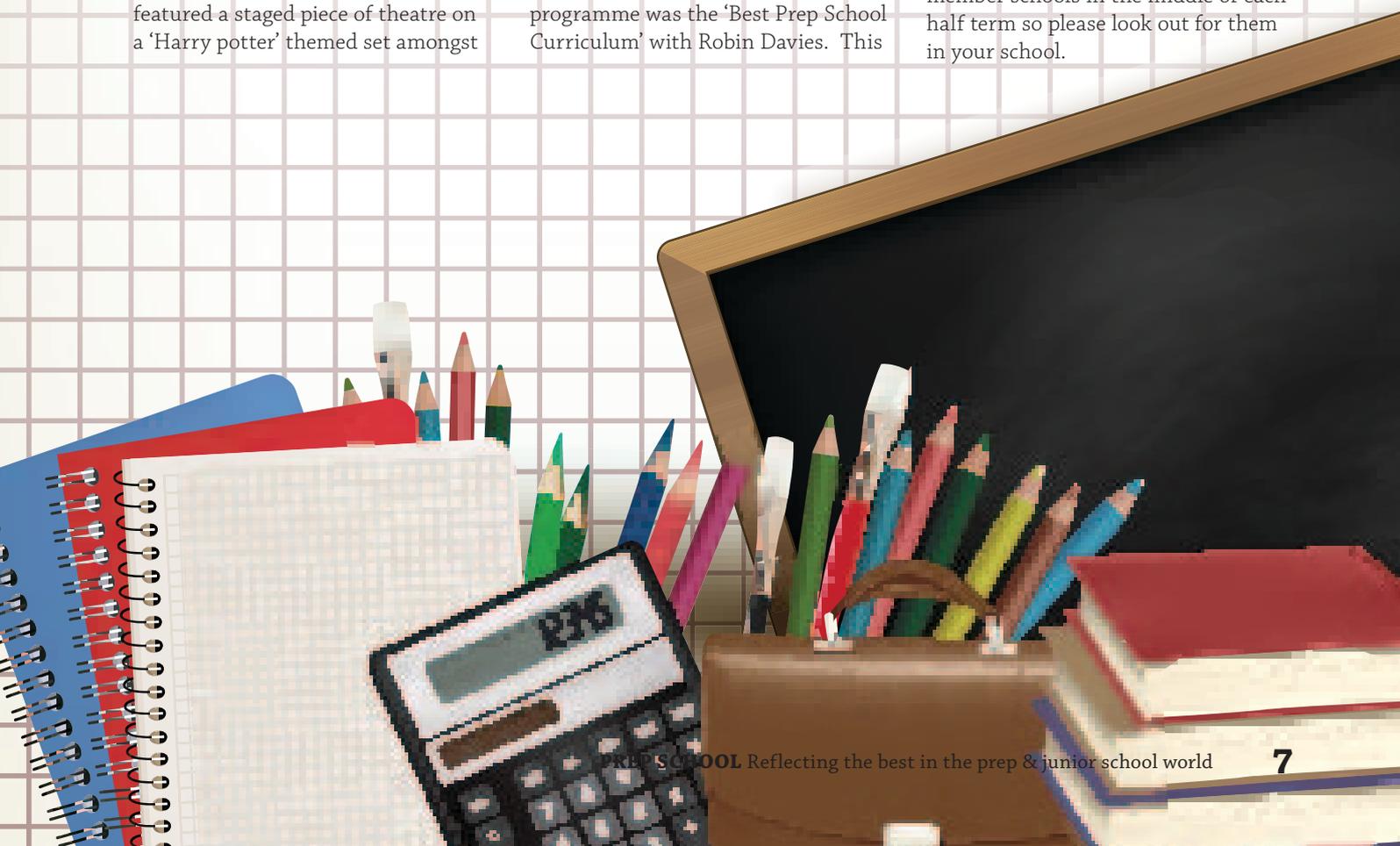
the artwork. Well done to the St. Ronan's Art Department for their fantastic work on hosting the event. The venue for the next two years will be the Cheltenham College Preparatory School.

At the forefront of our service to staff is our professional development course. Whilst the focus is, wherever possible, on subject related courses, there has recently been an increased demand for courses on what could be termed 'Wellbeing': Mindfulness, Emotional Health and Resilience. We have also focused on more holistic approaches to teaching with an increase in outdoor learning courses. Classroom technique and delivery remain the major areas of interest for teachers and schools, with particular reference to ISI Inspections. An oversubscribed addition to the programme was the 'Best Prep School Curriculum' with Robin Davies. This

will be repeated next year.

For 2015/16, we are committed to providing the best possible training programmes with the introduction of more one day conferences, in EYFS, MFL, English, Maths and Mindfulness. The SATIPS Mindfulness Conference, taking place at Port Regis in Dorset on the 29th January 2016, will be led by Sir Anthony Seldon.

Finally, we are very excited by the launch of our new website at the beginning of this academic year. This will provide a hub for the booking of courses, details of our pupil events and a members' area where staff in our member schools will be able to access the subject related broadsheet articles written by Prep School staff. These articles are emailed out to member schools in the middle of each half term so please look out for them in your school.



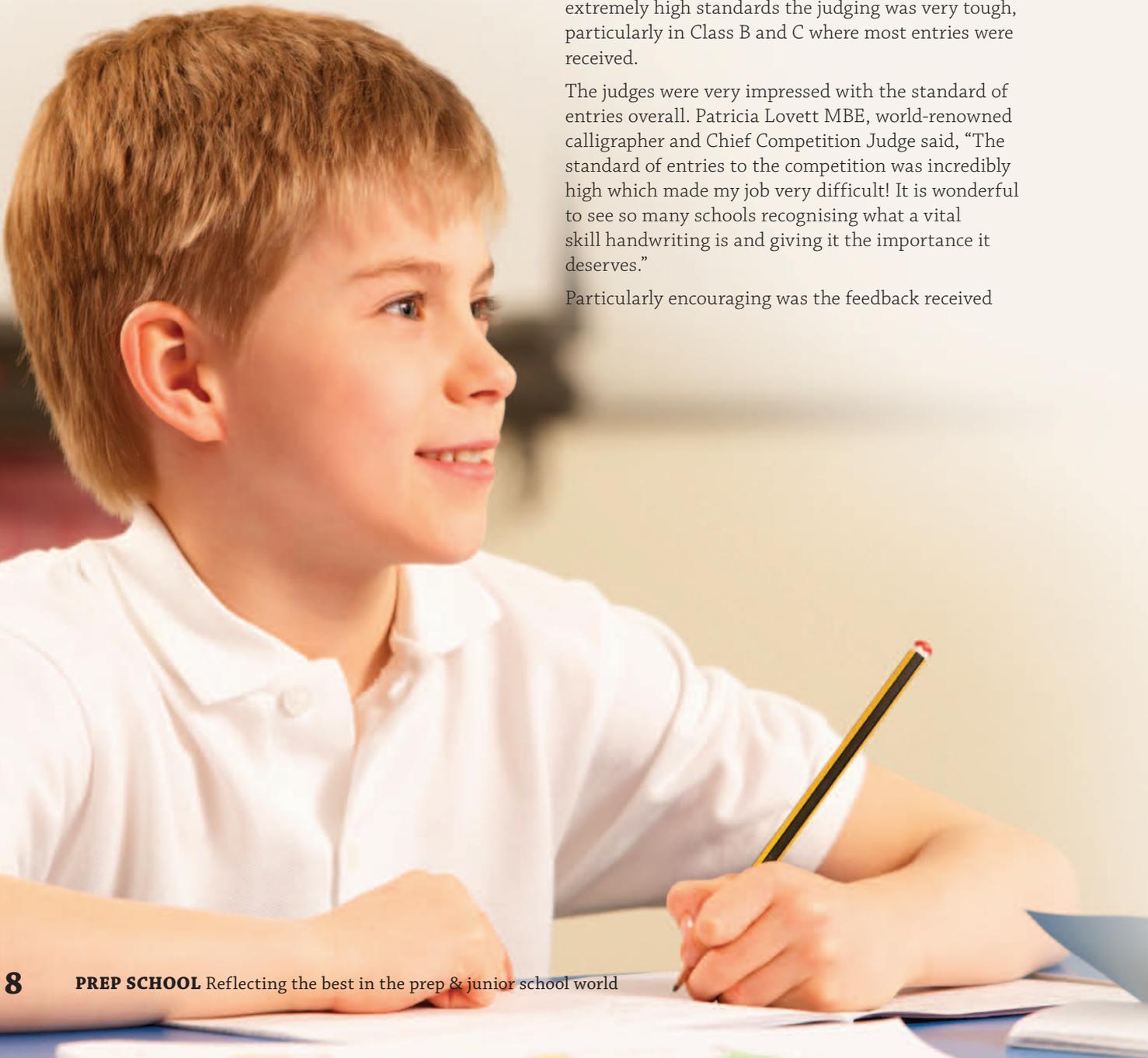
National schools handwriting competition 2015

Satips announce the winners of the competition

SATIPS and Cambridge University Press were delighted with the response to this year's National Schools Handwriting competition. With over 7,000 entries and extremely high standards the judging was very tough, particularly in Class B and C where most entries were received.

The judges were very impressed with the standard of entries overall. Patricia Lovett MBE, world-renowned calligrapher and Chief Competition Judge said, "The standard of entries to the competition was incredibly high which made my job very difficult! It is wonderful to see so many schools recognising what a vital skill handwriting is and giving it the importance it deserves."

Particularly encouraging was the feedback received



from teachers who said their classes had loved taking part in the competition, and the obvious pride children had taken in their entries.

St Faith's School, Cambridge was chosen as overall winner with an exceptional standard of entries across

the board. Regents Park Community College in Southampton came a very close second. Please see below for a full list of winners. Competition winners received stationery gift packs with the overall winner, runner up and class winners also receiving a place on a National Handwriting

Association one-day handwriting course or £150 of Cambridge University Press education resources.

The 2016 competition will open in the autumn term so do keep an eye on the competition website for details and we look forward to receiving your entries.

CLASS A Winner

Ashrita Kalia, Hallfield School

Age 4

1. Otis Lee, Norfolk House School
2. Dominic Osborne, Eaton House Girl's School
3. Emily Gruber, The Gower School

Highly Commended

Caitlin Liew, Norfolk House School
Valerio Siciliano, The Cathedral School

Age 5

1. Freddie Bentata, Arnold House School
2. Chantae Boyne, Hillbrook Primary School
3. Ruqayyah Rajput, Hallfield School

Highly Commended

Claudia Estrada, The Kinglsey Prep School
Sophie Ray, Holy Trinity First C of E School

Age 6

1. Chloe Jones, St Bernard's Preparatory School
2. Mina Caines, Hillbrook Primary School
3. Nathan Stein, Arnold House School

Highly Commended

Hugo Lopez-Valcarcel, Arnold House School

CLASS B Winner

Millie Polglase, Derwent Lodge Prep School

Age 7

1. Sena Authwall, St Helen's College
2. Sophie Hoare, Thrapston Primary School
3. Chloe Liew, Norfolk House School

Highly Commended

Anuj Srivastav, Homefield Preparatory School
Diya Sharma, Kensington Prep

Age 8

1. Katherine Broadhead, High March School
2. Daniel Swales, Copley Junior School
3. Reece Barton-Lake, St Andrews Woking/Madeleine Ruby Smith, Kensington Prep

CLASS C Winner

Tiana Pooni, Finham Primary School

Age 9

1. Téa Fisher, individual entry
2. Oliver Cheesewright, Copley Junior School
3. Niamh Comerford, Kensington Prep

Highly Commended

Diya Kaur Jass, St Helen's College
Leona Kelly, St Bernard's Preparatory School

Age 10

1. Jessica Lewis-Mellor, Finham Primary School
2. Bolatito Oshewa, St Helen's College
3. Holly Chapman, Copley Junior School

Highly Commended

Jemima Burling, High March School

CLASS D Winner

Molly Punshon, St Faith's School

Age 11

1. Annabel Dunston, Welwyn St Mary's Primary School
2. Maisie Amber Sibley, Finham Junior School
3. Izzy Reimann, St Faith's School

Highly Commended

Netanya van der Meulen, Copley Junior School

Age 12

1. Eloise Fleming, Rye St Antony
2. Milly Dowse, Regents Park Community College/
Inigo Carmichael, St Faith's School
3. Francis Bamford, St Edmund's Junior/Rosie Charlton, St Faith's School

Highly Commended

Freddie Handy, St Faith's School

Age 13

1. Isabelle Matharu, St Edmund's Junior
2. Alexandra Millard, St Edmund's Junior
3. Hannah Tong, St Faith's School

Highly Commended

Joshua Cowham, St Edmund's Junior
Bobbie Miah, Regent's Park Community College

Staff

1. Kevin Hayward, Regent's Park Community College
2. Barbara Volpato, Solefield School
3. Rhiannon Jones, Regent's Park Community College

Highly Commended

Shelley Ankin, St Faith's School
Sue Evans, Homefield Preparatory School
Sheelagh Paterson, Kelvinside Academy

SATIPS

Art Exhibition 2016

The 2016 Satips Art Exhibition will be held at
Cheltenham College Preparatory School,
by kind permission of the headmaster and Art Department.



Year 5 Lino Prints

All Prep Schools are invited to submit work to the exhibition

Please note the following points:

- Schools should express interest in taking part as soon as possible, by emailing Alec Synge at a.synge@btinternet.com or gensec@satips.com

All school expressing interest will receive regular update about the Exhibition, including an entry form

- Entry forms, and fees of £20.00, should be submitted by 29th January 2016. Any media are acceptable. Closing date for art work is 15th March 2016.
- Timetable:

Saturday 23rd April: Official Opening of the Exhibition, with eminent guest speaker, and Private View for HM's and Art Teachers

Sunday 24th April: Private View for Artists and their families

The Exhibition will be open for school visits until Friday 6th May 2016

SATIPS Art Exhibition 2015

This year's annual Art Exhibition was again held at St Ronan's School, Hawkhurst. SATIPS is very grateful to all at the St Ronan's, especially the Headmaster and art department, for all their dedication and enthusiasm.

The exhibition space itself, the erstwhile ballroom of the country house occupied by St Ronan's, enhanced the occasion; its 'Victorian Baroque' ceiling paintings and large windows made for a light-filled and festive atmosphere.

The Exhibition was formally declared open by Mr Peter Cordeaux, the head of art at King's School Canterbury. He noted how much creativity the pupils' work showed and paid huge tribute to their endeavours. However, he also wanted us to be aware that such high quality pupil work as was on display, and which was universally praised by all attending, is much aided and abetted by skilful and dedicated teachers of art. Amongst several pertinent remarks he noted how much the British economy gains from artistic creativity in many different fields. Accordingly, he urged those with artistic leanings to foster them not only for their own sake but also as a serious-minded and very viable career choice.



'Close Up'
by Poppy Collingwood-Campbell

I would agree with him but I also think that art does have something to offer an individual pupil "for its own sake". For example the painting, 'Stormy Sea' by Ishani Shetty showed that thought and contemplation had gone into the design and contrasting palette mix, as well as the texture provided by the use of contrasting media. One cannot know what the pupil was contemplating but the fact that she had done so was both good for her and resulted in a strangely telling image.

Another painting, 'Palestinian Girl' showed how Art can be used to express both pure emotion but also make social commentary. This was a particularly powerful piece of work and remarkable for a pupil of prep school age. I was also impressed with the Dulwich Prep leavers' collective project – the decoration of a peacock's tail.

Still life proved to be a popular genre, with diverse approaches to it being adopted. I was taken by two especially colourful images, though the



structure of each was very different. For example, the formalism of 'Leaves' by Gabrielle Steg contrasted nicely with Poppy Collingwood-Campbell's 'Close Up'.

Images of the exhibition are available to view at <http://goo.gl/7Kngc8>

The 2016 exhibition will be hosted at Cheltenham College Preparatory School. The private view will take place on Saturday 23rd April 2016, the exhibition will run for two weeks. For further information, please contact Alec Synge at gensec@satips.com



"Stormy Sea" by Ishani Shetty

Nurturing 'star talent'

Ben Evans, Headmaster at Edge Grove School, helps us to unpick talent

The definition of 'star talent' or 'the gifted' means different things to different people. To me, a child with undisputable 'star talent' describes a pupil who excels far beyond the 'ordinary' or the expected. Equally, pupils who display advanced competency in a certain subject or demonstrate a much deeper understanding than their peers, or indeed display an ability to really listen and improve rapidly, can all be defined as having a 'gift'. But aside from the obvious, nurturing that gift or talent is also about the individual's temperament and desire to want to progress; without this, the talent may as well not exist.

So, how do you spot 'gifted' pupils at prep school age? What should you look for? We call our gifted and talented provision 'Ignite' - because it's all about igniting the enthusiasm and ability and ultimately unleashing the talent within; however well hidden or untapped. Academic ability is usually recognised first, perhaps somewhat superficially, but via standardised scores. Anything over an NVR of 125 is a definite 'flag'. With this gift however, must come an ability to reason, think coherently, question intelligently and reveal a 'spark' - which is something that can't be measured scientifically.

That something special

Talent is something different. Children may have a talent for art, music, drama or sport and that will be something that teachers will notice during normal lessons, observations and discussions. In some cases, these pupils may not



be the best sportsman, their drawings may not be the finished article and they may only be grade 1 on the piano, but teachers can spot those pupils who have a particular talent. The signs are that they may progress rapidly during each lesson, show a keen and sustained interest (or not in some cases - yet another tell-tale sign of intelligence, boredom!), go beyond the age-related

expectations and again, have that 'something special' that indicates they have unusual ability in whichever field.

The difficulty in spotting these children is that there is no set pattern or rule (certainly in the case of our Ignite pupils). The obvious will be particularly able whether academically or in other areas and grasp concepts and skills easily and

perform to a high level. But we must be careful not to overlook others who may lack confidence or display traits of shyness (common in younger children) – because through careful nurturing and confidence-building, their higher self-esteem will allow them to demonstrate their special gifts and talents. It is not all about the articulate and self-assured children who naturally attract attention. Although these types of pupils may be precocious in their abilities, they can plateau while others catch up and even possibly overtake them.

It is also important not to just focus on those who are simply ‘naturally good at something for their age’ because this is likely to be because they have developed earlier than their peers – this is particularly relevant in sport when the bigger child will run through a whole rugby team.

Bring talent to the fore

As Headteachers we must lead by example and try to ensure that prep school children are given the opportunities to be able to demonstrate their talent. Therefore schools need a broad curriculum with expert teaching/coaching to bring those gifts and talents to the fore. In a school where music and drama are relegated to being simply after-school activities, the opportunities and participation will be limited as a result.

To make an informed judgement on their pupils’ ‘gifted’ ability, teachers need to know their children very well. What will motivate them and ensure the best possible levels of interest, progress and attainment? How can they be challenged to work beyond their comfort zones and therefore make the optimum progress? They may be fearful of failure and teachers will need to ensure that support is in place to help when they don’t succeed but also to build the resilience and self-confidence to keep on trying.

Likewise, children will need some reality too - progression will not always be easy and in a small school, they may appear to be very talented, but when surrounded by a national cohort, they could start to feel a little

more ordinary. It is important that parents are aware of this too!

Find the balance

Headteachers need to ensure a curriculum is in place that provides the creativity, academic rigour and wealth of opportunity to allow children to display talents and gifts and extend them. Our Ignite coordinator leads this provision and needs to be given the time and resources to do it properly. The Head of Departments and teachers need to be supported to be able to identify the gifted children and be given the time to provide additional sessions to cater to their needs. It is easy to become preoccupied with providing learning support in schools (which is absolutely essential) but sometimes it can be at the expense of the more gifted child. It is the Headteachers’ role to provide the balance.

Teachers must have high expectations, but also be very aware of what motivates their children and their particular learning styles. Get this wrong and it could be a negative and counter-productive exercise. All children need to feel supported and genuinely cared for. Beyond that, are they motivated by success and reward or more intrinsic feelings? Teachers may also need to balance the ‘pushy parent’ only interested in ultimate success but unaware of the journey or possibility for failure. This can be very damaging if left unchecked.

Make time

Making time for gifted children should not affect other pupils’ learning and development. Normal teaching practices (differentiation, setting, rigour and challenge embedded in the curriculum) will allow academically gifted children to succeed and improve. Other opportunities must be provided after school in the form of clubs, book groups, history of art sessions, visiting speakers, museum/gallery/theatre trips *etc.* These should all be inclusive opportunities for all children. Likewise, a school shouldn’t allow learning support to dictate the pace of lesson; the same principle applies.

In art, drama, music and sports lessons, teachers should be able to teach the learning objective creatively to allow all pupils to progress at their own pace and ensure they achieve their potential, giving additional support and challenge as necessary, tailoring the lesson and their support to individual needs.

Stretch and enrich minds

At Edge Grove we provide scholarships at 11+ to encourage our able children and to focus their attention and energy. This then flags their potential/talent/gifts and additional work, support and sessions are put in place to prepare them for scholarships at 13+. It’s also essential to provide additional challenge opportunities to stretch the children and enrich their experiences in whatever field.

Sporting talent has been quickly identified at Edge Grove through school practices and matches and children are supported and encouraged to follow their talents. We also run an annual Inspire and Challenge Day with local schools in the region. This allows us to share our facilities and teaching expertise and provide exciting and creative academic challenges and opportunities for children to work collaboratively (not always something gifted children find easy). This year, in addition to a number of academic, sporting and music awards, we have six art scholarships to senior schools and we hold weekly scholarship classes plus high-level teaching and concentration on skills from a young age.

Children of the future

As Headteachers we must recognise the need to support gifted pupils at prep school age and beyond and to ensure they have adequate room to grow and develop those skills. This might mean creating opportunities that allow this to happen but, if we are serious in our commitment to ensure that each and every child succeeds to the best of their ability, we need to be able to flex and adapt to individual needs as they arise. After all, our children are the future.

For more information visit
www.edgegrove.com



business, taxation and charity advisers

*In the right hands,
complex tasks are made easy*



As a leading adviser to the education sector, our specialised team of qualified professionals has extensive experience working with clients to ensure we give comprehensive advice with added value

Our dedicated team provides the following services:

- Audit and accountancy
- Financial function, systems and controls reviews
- Governance reviews
- Financial performance and benchmarking reviews
- Payroll
- Governor training
- Seminars and workshops
- Direct and indirect tax planning
- Interim finance roles

To find out more about Russell New and how we can help your school, contact Mark Cummins today on **01903 816699** or **mark@russellnew.com**

www.russellnew.com

The Courtyard Shoreham Road Upper Beeding Steyning West Sussex BN44 3TN

Assertive Mentoring



Christine Ruck, Director of Teaching and Learning, explains the benefits of the new Assertive Mentoring System at Ranby House

What is Assertive Mentoring?

Assertive Mentoring ensures each individual child makes the best possible academic progress in the core subjects of English and maths. We do this by tracking and assessing their progress and setting targets that are unique to the individual child to ensure they are reaching their full potential.

What are the aims of Assertive Mentoring?

The system ensures every child achieves the highest possible academic standards in line with their age, stage and ability. It motivates, supports and involves children in their own learning. It also helps teachers to inform and involve parents in their child's attainment and progress.

How does it work?

Assertive Mentoring begins by assessing what a child can do, and then establishes what they need to do to move to the next National Curriculum level.

It allows teachers to set achievable targets in mathematics, reading and writing and to work with the children to achieve these. Children know exactly what level they are working at and what they need to do to move forward.

Marking and feedback to the children is focused and termly one-to-one

mentoring meetings review what has been achieved and what needs to be improved and developed. Feedback is also given to parents so that they too can support and encourage their child's progress.

What are the benefits?

It is quick, powerful, easy to use and understand.

All teachers in school are using the same approach.

Children learn to judge their own learning and behaviour.

Children are empowered to take ownership and control of their learning.

Which children will benefit from the system?

All children from Years 1 - 9 will eventually benefit from the new system, as it is rolled out across the school. The Assertive Mentoring System was originally designed to support Years 1 to 6, but is now being extended to include Years 7, 8 and 9.

What will be the initial focus subjects?

Mathematics was the mentoring focus for the Spring Term 2014 with English (reading and writing) being introduced in the Summer Term 2014.

Can you explain the colour coding system?

Green - means that the child has

exceeded expectations in attainment, attitude, achievement and behaviour.

Yellow - means that the child has met expectations and is on target, working solidly and has a good attitude to learning and behaviour.

Red - means that the child needs further support with meeting their targets in attainment, attitude and/or behaviour.

Will this run alongside other existing systems?

Yes, we will continue to assess, record and track children's effort and attitude and set targets for improvement, using our present Effort Assessment grading system. Many aspects of our routine come under this heading, for example, arriving at lessons with the correct materials and completing preps to a good standard.

Where will Assertive Mentoring information be kept?

Each child now has a very important Assertive Mentoring file which will stay with them throughout their time at Ranby House. The mentoring file contains all the information the staff, children and parents need to be aware of in relation to academic achievement and progress. The information within the Mentoring files will be the focus of one-to-one meetings with the children and will be shared with parents.

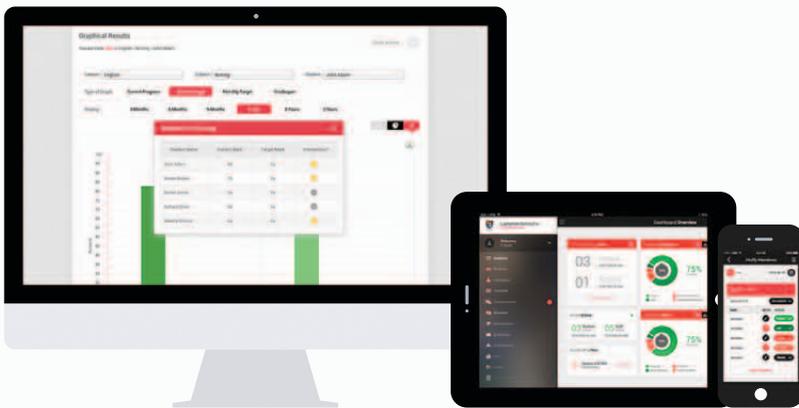
YOUR **SCHOOL KOMPANION** FOR TOMORROW'S TEACHING NEEDS.

A Management Information System & Virtual Learning Environment rolled into a **tailored**, cloud based package.

The School Kompanion has been designed to support schools of all shapes and sizes manage all areas of their day to day operations, from real time attendance to student profile management.

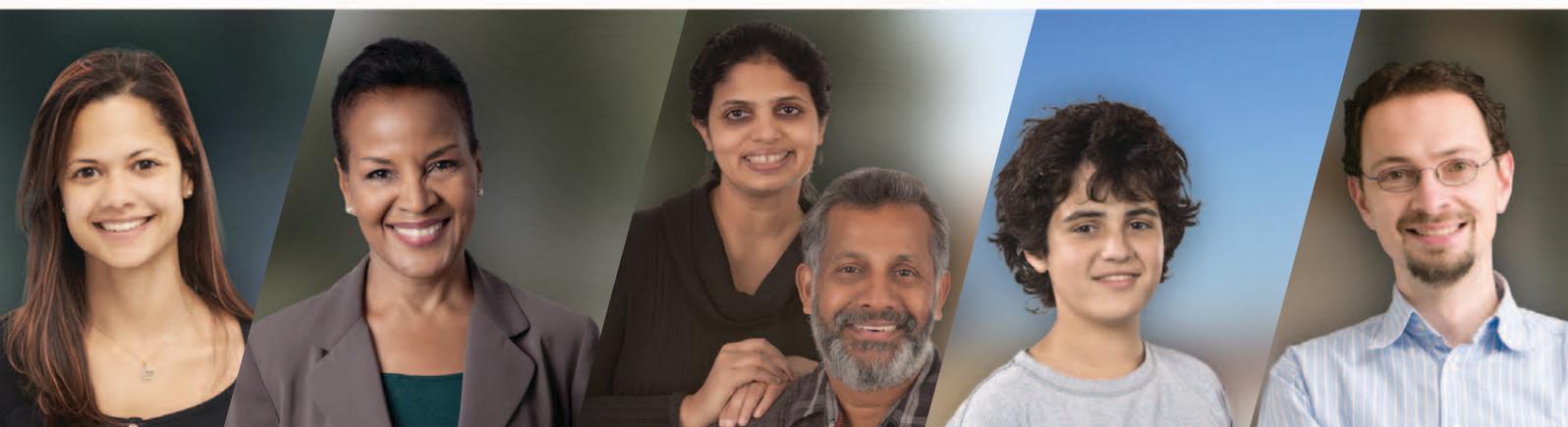
We appreciate that not all schools will operate in the same way, so with a truly tailored system, your School Kompanion can grow with you and adapt as you evolve as a school.

AVAILABLE ON **DESKTOP, TABLET & MOBILE**



MODULES INCLUDE:

- ✓ STUDENT RECORD MANAGEMENT
- ✓ ATTENDANCE MANAGEMENT
- ✓ SUMMATIVE & FORMATIVE ASSESSMENTS
- ✓ OBJECTIVE & KPI TRACKING PER SUBJECT
- ✓ BEHAVIOUR MANAGEMENT
- ✓ PROGRESS REPORTS
- ✓ DOCUMENT MANAGEMENT
- ✓ LESSON NOTICEBOARDS
- ✓ FEES MANAGEMENT
- ✓ COMMUNICATION PORTAL
- ✓ TIMETABLE MANAGEMENT
- ✓ EVENTS AND COVER MANAGEMENT
- ✓ STAFF AND HR MANAGEMENT
- ✓ MEMORISATION RECORDS



Call us on **0208 123 0317** or visit **www.schoolkompanion.com** for more information

Safeguarding – keep up to date!

Andrew Hall is a specialist safeguarding consultant and former Headmaster. Here he outlines what we need to make sure we have in place when moving into a new term and school year



Imagine being the Headteacher of a UK school and receiving a telephone call from the FBI to say that they have evidence that up to 60 of your pupils have probably been sexually abused by one of your teachers. This shocking call came in 2014 and is a reminder to all of us that continued vigilance is needed to keep children safe from harm. The report into what happened at the school was clear that our policies and systems must be effective and we have to 'think the unthinkable'.

The American teacher in this example was extremely manipulative. He had taught in International Schools for over fifty years, despite being jailed in 1969 for sexual offences against children in the USA. Systems that should have been in place in this UK independent school were ineffective and did not meet standards. Whilst the offender was particularly unusual, the gaps in the schools procedures were not.

One of most important aspects to this case was that although the

offender was popular amongst many pupils and staff, he made others feel uncomfortable and they reported this to senior staff. None of these concerns were passed to the Local Authority Designated Officer (LADO) from whom advice should have been sought.

The report into this case highlighted the lack of clarity about what should be referred, for example allegations feel more serious than a concern. Statutory guidance hasn't changed. The LADO should be contacted in these circumstances: where the

The greatest safeguarding threat to our children is the internet, and our greatest task is to help them use it wisely

person's behaviour has harmed or may have harmed a child; where their conduct could constitute a criminal offence; or where their behaviour indicates that the person would pose a risk of harm to children.

Although the procedures for dealing with allegations need to be applied with 'common sense and judgement' (Keeping Children Safe in Education (July 2015), paragraph 110) and a concern might be dealt with using 'local arrangements', a number of concerns which show a pattern of undesirable behaviour should be discussed immediately with the LADO. Where Headteachers receive concerns or allegations about adults in the school that meet the criteria they must not investigate themselves, but call the LADO in the first instance.

One way to ensure that staff understand their professional boundaries is by having a clear code of conduct. Whilst many schools already have such a document, many of them are quite generic and do not touch upon particular risks for the school's particular character. Keeping Children Safe in Education (July 2015) is clear that the code should ensure that it refers to professional relationships and appropriate use of social media, including Facebook, Twitter and WhatsApp for example. However, what is not commonly covered in such a code is helping staff understand what they can do. Teachers do have social media

accounts that they use professionally to contact with others on subject forums, education media websites and even share their materials and worksheets. The code of conduct should be clear, for example whether they can refer to their employment at the school in their social media profiles, such as LinkedIn.

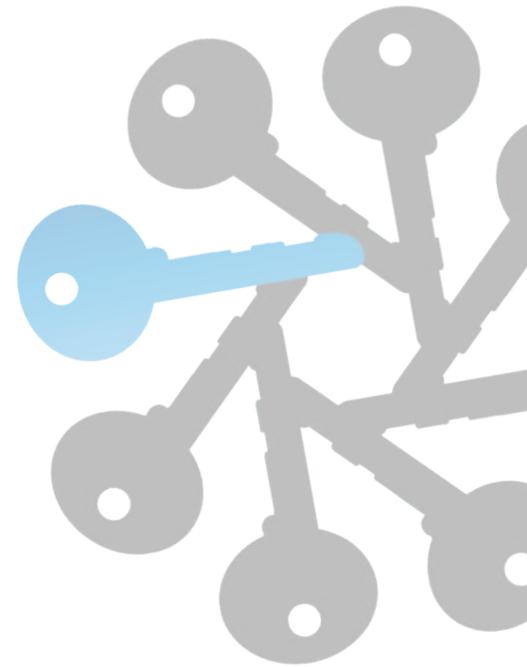
Over recent years the government have revised and issued a number of new documents around safeguarding and will in all likelihood continue to do so. Many of these changes have been to apply the learning from serious cases. Even the application of 'Disqualification by Association' could perhaps be seen as a response to the manipulation apparent in the cases of Ian Watkins and Vanessa George.

There are now two key statutory documents: Working Together to Safeguard Children (March 2015) and Keeping Children Safe in Education (July 2015). Both these documents are clear that the content applies to all schools, whether maintained or independent, academies or free schools. Other statutory duties on schools include preventing terrorism and the need to report possible instances of Female Genital Mutilation (FGM). The statutory guidance is absolutely clear that safeguarding is everyone's responsibility. Safeguarding is what we do to make sure all children are kept safe from harm; child protection is only one aspect of that.

The school's Safeguarding Policy is an essential document, but one which is often not fit for purpose. Policies are often treated with some disdain, but should describe the gold standard of expectation for the specific school. Sometimes policies are downloaded from the websites of other schools with the most tacit nod to personalisation by inserting the new school's name, although it is not unknown for the source to be left in.

Policies must be updated annually, but there are often references to obsolete documents and organisations. The letters CRB have not been used for over two years, and yet they haven't been replaced by 'DBS' in many policies. So when reviewing your school's policy make sure it is as up to date as possible and, most importantly, describes the high expectations for your own school and clearly communicates the practical steps taken to report a concern.

Whilst there are generic issues, the policy should identify the risks that are present for the particular school and its pupils. For example, in schools with a strong tradition of music teaching, 1:1 tuition may provide a greater risk, and in older buildings, staff may be able to work without the risk of being disturbed by other adults. The importance of this can be seen clearly in the case of Nigel Leat, a teacher jailed indefinitely in 2011



after sexually abusing young children in his classroom.

All schools can be guilty of complacency, and occasionally even an unwillingness to accept that issues can occur. I work in such a variety of schools, from those in the most deprived settings to independent schools with high fees, and everywhere in between. What has struck me over the last five years doing this work is how much common ground there is and how safeguarding issues, and even child protection concerns, are found in every area and across socio-economic boundaries. I always ask schools that I work with “What are the greatest risks for your pupils?”. Often the answer is ‘domestic violence’. And yes. Even in families in independent schools.

The Education (Independent School Standards) Regulations 2014 (ISSR) came into force in January 2015 and set out the need for schools to draw up (and effectively implement) a written risk assessment policy to ‘ensure that the welfare of pupils at the school is safeguarded and promoted’ and that ‘appropriate action is taken to reduce [the] risks that are identified’. In order to complete this risk policy, schools must clearly understand the risks and come to a view about how these risks will be mitigated and support children in developing greater resilience.

Part eight of the ISSR sets out a

standard for the ‘quality of leadership in and management of schools’ (including governance), which it defines as ‘demonstrating good skills and knowledge appropriate to the role...so that the independent school standards are met consistently’ and... ‘actively promote the well-being of pupils’. There are instances where independent schools which have been inspected by Ofsted have been given a negative judgement here, as safeguarding standards were not being met as set out above.

On July 1st 2015 the provisions of the Counter Terrorism and Security Act (2015) came into force. This Act placed a duty on all schools to give ‘due regard to the need to prevent people from being drawn into terrorism’. The Department of Education have issued further guidance on this duty. It is easy to feel that the duty to prevent terrorism applies only to schools in certain areas, but its impact can be seen in other areas too including the pull towards Far Right groups like Britain First and the English Defence League, which is leading to the fracturing of previously stable diverse communities.

The Prevent Duty aims to ensure that at the very least, teachers understand what is happening in the conflict zones and why ISIS is having such an impact. Understanding these issues is an important part of being a global citizen. Our pupils are currently

hearing this talk and as teachers we need to be able to develop their understanding. For young children with a limited understanding of geography, they won’t necessarily see that deaths on a Tunisian beach will not be part of their own holiday experience.

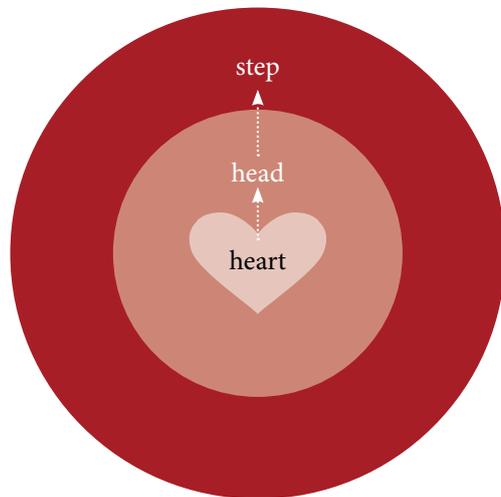
To implement the Prevent duty, schools need to assess the local level of risk, provide training for staff, amend safeguarding policies to set out the procedures to follow when concerns are identified, and work to develop greater resilience to radicalisation. The most significant risk to radicalisation is from the internet. Ninety percent of radicalisation happens online, particularly in social media. This mirrors the threat to children of sexual exploitation.

The greatest safeguarding threat to our children is the internet, and our greatest task is to help them use it wisely.

Andrew Hall is a specialist safeguarding consultant. Every week Andrew sends out a free Safeguarding Briefing, which you can join here: www.safeguardingbriefing.co.uk Andrew’s services include audits, consultancy and training. For more information contact Andrew at andrew.hall@safeguardingschools.co.uk or visit www.safeguardingschools.co.uk

Putting the heart back into education

Quinn Simpson, co-founder of Graydin writes about the training programme that helps teachers put heart first in education



GRAYDIN

Our team developed a simple, education-focused coaching model for students, teachers and parents. We drew inspiration and direction from a number of effective business and life coaching models

The education industry is constantly changing and the pressure to produce students with outstanding grades is never-ending. This conflicts greatly with the heart of education and makes it easy for teaching professionals to forget the reasons they chose to enter the field.

With these challenges at the forefront of our thinking, we founded Graydin to bring schools back to the heart, through exceptional professional development in coaching skills.

Over the last five years, our primary aim has been to equip teachers with an adaptable skillset that enhances their capacity and impact in the classroom and beyond. Through our coaching training programmes, teachers learn how to use the Start With Heart Model, based on the connection between the heart, body, and mind.

In working with schools initially, our team developed a simple, education-focused coaching model for students, teachers and parents. We drew inspiration and direction from a number of effective business and life coaching models. Our goal was a model that would fit into all areas of school life. Several years later, schools are embedding the Start With Heart Model across the UK and abroad, with a vision of improved performance and culture change.

What makes our model so unique?

According to Neuroscientist, Antonio Damasio, our brain's decision-making process follows a specific cycle that begins with emotion, followed by reason. The Start With Heart Model follows the same decision-making process, leading the coachee to take beneficial action.

The model follows only three stages – Heart, Head, Step – making it simple and easy to remember. However, its uniqueness extends further than its simplicity, as the model emphasises a specific order. Heart *must* come first.

The Heart includes the coachees' passions, values, motivations and emotions. Unlike many other coaching models that exclude this stage, the Heart reveals who the person is and focuses on getting to the *heart of the matter* by coaching the *person*, not the *problem*.

How is it being used?

Whether you are a teacher or a senior leader, as a coach – the Start With Heart Model can be used in conjunction with previously acquired skills and experiences, to make a positive difference. We have seen this across all schools we work with.

Christina Vince, Head of Pastoral Care at Ryde School and Upper Chine explains, “Fellow teachers are using coaching tools to improve the quality of their academic and pastoral work with students. The tools are likewise being integrated into professional review meetings with senior and middle managers.”

Prudence Lynch, Head at Kensington Prep School, states that “teachers are feeling more empowered and communicating more freely” as a result of learning coaching and the Start With Heart Model.

What does it look like in practice?

Heart

The Heart of the coachee is ultimately who the coachee is - and is becoming. During this stage of coaching, the coachee will gain clarity about his

or her identity and values. Without a deeper understanding of *who the coachee* is, the coachee may be thinking about and committing to behaviours that go against his or her core - what he or she most desires.

Head

Once the coachee has explored the Heart, the next stage is to explore the Head. During this stage, the coachee will address his or her *lens* of the coaching topic, consider a number of options, and choose how to proceed. In some cases, the coachee may benefit from revisiting the Heart stage for further exploration before moving on to Step.

Step

After the coachee has explored the Heart and Head, it's time to take the next Step. During this stage, the coachee moves towards action and change. The coachee may have a pivotal 'aha!' moment that changes the way he or she behaves in day-to-day life. It is also possible for the coachee to outline, commit to, and start taking steps towards actualising what he or she wants.

Over 60 schools in the UK and abroad have been trained to use our Start With Heart Model in a variety of education contexts including the classroom, the meeting room, performance reviews and the sports pitch. One of the most significant shifts we have witnessed is whole school culture change, which in turn has led to a more positive and valuable education experience for teachers, students and parents.

For more information visit
www.graydin.com

PSHE - how can we make sure we get it right?

Jenny Barksfield, Deputy Chief Executive and Senior Subject Specialist of the PSHE Association, gives us up-to-date advice about how we can make sure we are giving the subject priority

With increasing concern about child sexual exploitation, online risks, extremism, and pupils' mental health; together with an increasing focus on safeguarding, SMSC and personal development and 'British values' in school inspections, PSHE education has never been more important. However, the challenges still remain: an overcrowded curriculum, teachers lacking confidence, or with little training in PSHE and the constant drive for academic results. The teachers I work with in my role at the PSHE Association increasingly ask how, given all the challenges, they can ensure they have an effective PSHE programme that fulfils its potential for the school and its pupils.

What does an effective PSHE education programme look like?

PSHE education is a curriculum subject through which pupils acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to build character and thrive as individuals, family members and members of society. The key phrases here are 'a curriculum subject' and 'within

a whole school approach'. To be effective, PSHE must be both a well-planned subject with discrete curriculum time and also an integral part of the school's pastoral care and how it achieves its wider aims for pupils, including their academic success. PSHE and academic attainment are not an 'either/or': they are two sides of the same coin. An analysis of over 200 social and emotional skills programmes¹, predominantly delivered through PSHE education, demonstrated improved attitudes and behaviour and an 11% improvement in academic achievement.

'Within a whole-school approach'

It is important to be clear about PSHE's role in the context of pastoral care. We might broadly divide pastoral care into five overlapping elements: keeping pupils healthy; keeping them safe; behaviour management; emotional support and guidance and PSHE education. Take away PSHE and pupils can still be kept healthy, safe, well-behaved, supported and guided whilst in school. However, without PSHE education we are not equipping pupils to keep *themselves* healthy and safe, manage *their own* behaviour and independently access

the support they need when they are *not* in school, either at the end of the day or of their school career. Doing the other elements of pastoral care well does not mean pupils need PSHE less. Through PSHE lessons, pupils learn to make healthy, safe choices and assess and manage risk in relation to issues such as bullying, peer influence, food, drugs, alcohol and tobacco, consent, relationships and sex, their increasingly online life, their economic wellbeing, education and career choices. They develop the skills and attributes associated with 'character' as well as life skills for personal effectiveness. In relation to the other elements of pastoral care, PSHE education is where pupils 'learn about...' and 'learn how to...' in a developmental, age and stage appropriate way.

'A curriculum subject'

For this to happen, PSHE needs to be developmental, building knowledge, understanding and skills year by year, through a spiral programme, tailored to pupils' needs and delivered through discrete curriculum time. Programmes that have evolved like a patchwork quilt of unconnected 'topics' are not developmental. But as a subject not linked to a statutory programme of study, it can be hard for PSHE

coordinators to know where to start when planning their schemes of work.

I always recommend starting with the PSHE Association programme of study for Key Stages 1 - 4², which provides an overview for each Key Stage through three 'core themes': *Health and wellbeing*, *Relationships* and *Living in the wider world*. Drawing on this programme, I advise schools to design their own schemes of work, taking into account their pupils' needs, the school ethos and aims and the time available. To support schools, we are currently working on a scheme of work toolkit for Key Stages 1 and 2, including suggested learning objectives and outcomes for each year group, drawn from the programme of study. Draft medium term grids for each year group covering the first two core themes are currently available to our members for piloting³.

Ensuring best practice in the classroom

Lesson plans are the final planning stage and are crucial to ensuring lessons are effective and that progress can be demonstrated and assessed. We must start by identifying clear, concrete intended learning outcomes.

Imagine a scheme of work simply tells us that this coming term we should start with three sessions on bullying. Where do we start? How do we ensure our teaching builds on previous learning in this topic area? How do we demonstrate objectives have been met and assess whether pupils have achieved the intended learning outcomes? Now imagine the scheme of work also states that the intended outcomes for these sessions are that pupils will be able to:

- Explain in simple terms what it means to be unkind, to tease and to bully

- Explain the difference between teasing and bullying
- Identify feelings people may have when they are being teased or bullied
- Understand that it is never acceptable to bully or behave hurtfully
- Identify whom to tell and what to say if they are being teased or bullied
- Identify whom to tell and what to say if someone they know is being teased or bullied or they witness any hurtful behaviour
- Explain the rules in school concerning teasing, bullying or any hurtful behaviour

Knowing exactly what pupils should be able to do by the end of the lessons can really help us to plan lessons that

or beliefs in any topic area we're about to teach. Baseline assessment is therefore crucial to gauge their starting point and adapt our teaching accordingly and also as a bench mark for demonstrating progress at the end of the learning. We might simply use observation or questioning, or plan an activity that pupils do individually at the beginning of the lesson, such as a 'draw and write'. Taking the learning outcomes above, we could ask children, on their own without any prompts or clues, to draw someone who is being bullied and write around the outside what happens to them and what they think and feel when they're bullied. They could then do the same for someone who bullies other people. Their pictures and writing will give an insight into their existing concept of bullying, stereotypes they hold, misconceptions and gaps in their understanding. At the end of the lesson or series of lessons we can ask them to use a different colour

pencil to add to their work, or change anything they feel was not quite right, providing evidence of their progress.

By also incorporating structured, targeted questioning, mini-plenaries between segments and opportunities for peer feedback and self-reflection on their learning, we can ensure that assessment *for* and *of* learning are integral to the lesson.



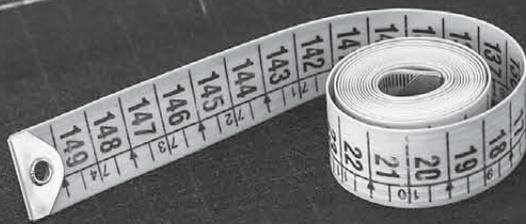
Ensuring a safe learning environment

Perhaps more than any other subject, PSHE lessons must take place within an emotionally safe learning environment. The basic ingredients for this are:

Ground rules, such as not putting people on the spot, listening respectfully, commenting on what's said rather than the person who said it, and not sharing personal stories (with an age-appropriate explanation

will achieve the objectives and supports us to build in meaningful assessment *for* and *of* learning.

The nature of PSHE education means that we can never make assumptions about our pupils' existing knowledge, understanding, skills, attitudes



OUR SERVICE IS AS BESPOKE AS OUR UNIFORMS

Uniform is an integral part of your school's brand identity, so you need a partner who is expert in creating distinctive designs and sourcing high quality fabrics which make an impact. We also tailor our wide range of support services to make buying easy all year round. With 90 years' experience, maybe it's time you tried us for size.



retail shops



school shops



popup shops



online



phone



Stevensons

www.stevensons.co.uk

t: 01727 815715
e: info@stevensons.co.uk

of the boundaries of confidentiality)

Distancing and depersonalising the learning through the use of stories, scenarios, puppets, short video clips *etc*

Providing opportunities for asking questions anonymously and handling questions sensitively

Ensuring the learning is age and stage appropriate (through baseline assessment and developmental schemes of work)

Not attempting to induce shock, fear or guilt as a means of changing behaviour: it does not work and can be detrimental

How can PSHE education contribute to success in school inspections?

Whichever inspection framework applies to your school, effective PSHE education can make an invaluable contribution on two levels.

First, pupils will, when asked, be able to articulate what they have learnt, what they know and can do, in relation to topics linked to safeguarding, SMSC development, personal development and welfare, such as how to manage situations where they or someone else is bullied, how to keep safe online, in relationships and on the road. They will also be more likely to demonstrate positive relationships, effective communication skills, high aspirations and effective self-management.

Second, the school benefits in terms of evidence for whole school judgements, especially in safeguarding, its anti-bullying strategy, pupils' personal development, behaviour and welfare

and SMSC development including promoting fundamental British values. PSHE lessons provide the ideal curriculum context through which to focus teaching specifically on these aspects and from which to draw evidence of pupils' progress in these areas. During the training courses I facilitate on preparing for ISI and Ofsted, I help PSHE coordinators to prepare concise, meaningful evidence of their PSHE programme's contribution to these judgement areas. Taking safeguarding as an example, one school I worked with put together a few pages comprising a list of all topics within its PSHE programme related to safeguarding. Then taking one compelling example of a topic in Year 6 on staying safe on social media, they included the relevant extract from their PSHE scheme of work, the key lesson plans, a couple of examples of pupils' work showing their starting point (through a baseline assessment activity) and work from the same pupils demonstrating their progress at the end of the topic. In this way they were able to not only 'tell the story' of how the school used the curriculum to teach pupils how to keep themselves safe⁴ but also through evidencing pupils' progress, to demonstrate that their schemes of work for PSHE are 'implemented effectively'⁵.

Providing support and increasing staff confidence in PSHE teaching: how the PSHE Association can help

I am frequently asked by schools for recommendations for textbooks and resources. There are good resources available and we are awarding

our quality mark to an increasing number, however I always advise schools to prioritise training for their staff. CPD for the PSHE coordinator and a half day's training session for everyone teaching PSHE, for example, will have a far greater impact on the effectiveness of the school's PSHE provision than a new set of textbooks.

The PSHE Association is the leading national body for PSHE practitioners and we provide a wide range of support to schools including:

- CPD training courses, including 'Get ready for ISI' and 'Get ready for Ofsted'
- School-based training
- One-to-one advisory support for PSHE coordinators in their own school
- Subject review visits
- Online CPD modules and quality assured resource listings
- Two annual conferences in the North and South

For more information contact Jenny Barksfield, at Jenny@pshe-association.org.uk or visit www.pshe-association.org.uk

References

1. www.pshe-association.org.uk/evidence
2. www.pshe-association.org.uk/programmeofstudy
3. www.pshe-association.org.uk/primarysow
4. Ofsted common inspection framework September 2015: The responsibilities placed on governing bodies, registered providers, proprietors and management committees include: making sure that children and learners are taught how to keep themselves safe.

ISI Integrated Handbook – Regulatory requirements April 2015: Proprietors should consider how children may be taught about safeguarding, including online, through the curriculum and PSHE.

5. ISI Integrated Handbook – Regulatory requirements April 2015: Paragraph 2: (1) The standard in this paragraph is met if – (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) (one of which is PSHE education) is drawn up and implemented effectively



Could they be dyslexic?

Kate Sarginson, Head of Learning Support at Sedbergh School, discusses the signs of Dyslexia

Articulate and creative, but struggles to put pen to paper? Can't tell the time, is a day dreamer or class clown? Identifying patterns and progress from an early age is key in diagnosing Dyslexia, explains Head of Learning Support at Sedbergh School, Kate Sarginson.

“From Year 2 onwards we should be able to recognise, and start to address, any areas of concern.”

“We need to be proactive teachers who are willing to adapt practice.”

The British Dyslexia Association estimates that as many as 10% of the population has Dyslexia. Recognised by law (the Equality Act of 2010), it is crucial that Dyslexic difficulties are recognised and diagnosed as early as possible and, as educators, we have a responsibility to ensure that children's needs are understood and met. This places a particular responsibility on

preparatory schools to be aware of the common indicators of Dyslexia and to be proactive in identifying pupils who may be in need of additional support, so they can commence their education confidently. So what should we be looking out for?

It might seem contradictory to state from the outset that no two children's pattern of abilities and difficulties will be the same. Although there may be traits we can identify, every child is an individual. It is important to be open minded and use our professional judgement to decide if there is enough evidence to prompt further investigation and potential assessment for a diagnosis.

At what age should difficulties start to become apparent? As young children begin to develop literacy and numeracy skills at school, we

are presented with the opportunity to establish what their expected progress and attainment should be. Children make progress at different rates, so observation over time is useful to ensure that we do not jump to conclusions and cause unnecessary worry. The BDA recommends that by age seven children can be compared fairly, so from Year 2 onwards we should be able to recognise, and start to address, any areas of concern.

Some of the indicators of Dyslexia have become more widely known than others but let's take some time to look again at these and consider some of the other traits that may help us to better understand pupil's abilities and difficulties.

Difficulties acquiring literacy skills are one of the more easily identifiable traits of Dyslexia.

Writing

- Spelling errors – children can spell the same word a number of different ways within the same piece of writing, produce anagrams, spell phonetically or bizarrely.
- Letter reversals (b, d, p, q, n, u) showing confusion of similar appearing letters.
- Handwriting may be untidy, with crossed out work where words have been attempted a number of times, often with badly formed letters. Work can appear poorly presented on the page, or it can be very well presented as the child writes very slowly.
- The standard of expression and accuracy is inconsistent with the child's oral ability and age.
- Performance may vary from day to day.

Reading – accuracy:

- Hesitant and laboured in reading, particularly when reading aloud.
- Pronounces words unusually - difficulty blending words together
- Difficulty with the beginning and ending of words
- Misses out or adds extra words
- Fails to recognise familiar words.
- Difficulty establishing syllables.
- Lack of expression.

Reading – comprehension:

- Loses the point of the story.
- Difficulty picking out the most important points from a passage.

Numeracy

Weaknesses in numeracy can also be helpful in identifying Dyslexia.

- Confusion with number order and symbols.
- Difficulty remembering sequences eg multiplication tables.
- Difficulty learning to tell the time and time related concepts such as yesterday, today, tomorrow.

You may observe some other areas of weakness such as:

- Slower processing of spoken and/or written language.
- Difficulty concentrating and following instructions.
- Forgets words, the order of the days of the week, the alphabet.
- Poor time keeping and/or personal organisation
- Confused by directions and the difference between left and right, up and down, east and west.
- Has indeterminate hand preference.

With some of the following behavioural traits:

- May day dream, and can be easily distracted.
- Could be the class clown, disruptive.
- Employs tactics to avoid work.
- Tired due to amount of concentration and effort required.

It is likely that as you read this list, at least one child in your class will spring to mind. Any combination of the factors highlighted may be displayed and may form a sound basis for further investigation. There are difficulties listed above which may be temporary weaknesses that are corrected over time, whilst on the other hand there may be cross overs that are consistent with other conditions such as Dyspraxia (Developmental Coordination Disorder) or ADD (Attention Deficit Disorder) for example. A greater level of awareness does not entitle us to start using the term Dyslexia before an official diagnosis has been given. So what are the next steps once we suspect that there may be underlying difficulties?

If you have concerns, the first point of call should be your SENCO (Special Educational Needs Coordinator) or Head of Learning Support. These teachers have experience and expertise in a range of learning needs and will already have the links with outside agencies if they are not qualified specialist teachers themselves. They have a responsibility to lead and advise colleagues on best practice, supporting colleagues to meet the needs of the pupils in

their classes so all can achieve their potential.

Who can diagnose?

Your school may have already decided to purchase screening tests that can be used to assess all pupils, or those who may be displaying difficulties. These can be useful to indicate the existence of Dyslexic traits but it is important to be aware that this information in itself is not adequate to diagnose. Dyslexia is not a medical condition, so therefore the NHS does not provide assessments. A Dyslexia diagnosis can only be made by recognised educational professionals with specific qualifications, which will often require schools to buy in their services. Some schools may have a specialist Dyslexia teacher in post – they are qualified at post graduate level and hold a practising certificate to assess and diagnose children. Assessments can cost from £250 upwards. The alternative is to bring in an Independent Educational Psychologist who can conduct an assessment from £300 upwards. Both services provide a written report with details of skill levels such as reading speed and comprehension, spelling accuracy and writing speed, as well as recommendations.

If a diagnosis is made, it's not the end of the process – it's actually just the beginning. A diagnosis is not to be feared, and it isn't to be perceived as being time to hand over the teaching to a specialist. There may be some withdrawal work that might occur in learning support but the vast majority of the time the child will be in their class, with their peers, learning under the direction of the teacher. While Dyslexia does present challenges to teachers, they are far from insurmountable and a diagnosis is valuable as a tool to advise our approaches. It is often the case that Dyslexia-friendly teaching methods are actually beneficial for all pupils. We need to be proactive teachers who are willing to adapt practice.

Image provided by Casterton, Sedbergh Preparatory School

Ten trends, factors and shifts affecting education

The second in an exclusive series of summaries from RS Academics' Ten Trends 2015 report

In the last issue, RS Academics provided the first of three summaries of its major new report Ten Trends 2015. In this issue, they focus on four more trends: wellbeing, the state sector, edtech and London.

Wellbeing: coming to the top of the agenda

The inclusion of wellbeing was the subject of much discussion, but our team of researchers quickly formed the conclusion that wellbeing is rapidly becoming one of the most critical leadership matters.

We considered both pupil and staff wellbeing, which we conclude are inextricably linked. Our researchers found evidence that by promoting teacher wellbeing the 'capacity of schools to meet the needs of their diverse [pupil] populations'¹ was enhanced.

We found a growing focus on staff wellbeing in independent schools. Heads believed that the incidence of staff mental health and wellbeing issues is increasing. However, many reported that it was not necessarily the result solely of school issues or job stresses, rather due to a complex relationship of issues at home as well as work.

Heads also reported an increase in incidences of mental health and wellbeing issues for pupils and sadly it seems that not a day goes by without

some focus on the topic in the media. This is inevitable given the global context.

Around 10% of the world's children today suffer with a diagnosable mental health problem. Currently there are estimated to be 12 million children under the age of 16 in the UK. The UK Mental Health Foundation suggests that around 20% of all children have a mental health problem in any given year and about 10% at any one time.

Our research highlighted that independent schools are also reporting increased pupil mental health incidences compared with five years ago. The range of the issues included anxiety, clinical depression, eating disorders and self-harm.

In the report we review the responses that schools are making and summarise ways pupil wellbeing is being supported, including changes to the curriculum and creating a culture of openness and awareness.

The report provides best practice examples, together with a robust review of the literature in this area and we hope demonstrates why this topic needs to be at the top of the strategic agenda.

State schools: the emerging landscape

The state school sector has undergone significant change since the Coalition

Government came to power, mostly – but not exclusively – as a result of the Academies Act 2010.

These changes are of note to the leaders of independent schools, not just in terms of the need to stay abreast of education policy, but also with respect to the opportunities and implications such policy presents to their strategies.

In the report we outline the trends relating to the 'structure' of the state school sector, and provide an overview of how independent schools are responding now and may respond in the future, *eg* through partnerships.

We highlight the growth in the number of academies, which went from 159 in 2010 to over 4,000 by the end of 2014. At the time of publication 60% of all secondary schools were academies and 55% of all open academies were primary schools. The numbers of academies and new types of schools continues to grow.

The report considers the growth in the number of pupils at grammar schools. The number of pupils in grammar schools is at its highest since 1978 and the question of grammar school expansion hangs in the balance.

Throughout the report we pose questions to senior leaders on the implications of our research and findings and this chapter is no exception, providing some pointers



for strategic discussions on how independent schools can and are responding to this constantly shifting landscape.

LONDON

Our chapter on London highlights the specific differences that exist between the so-called 'London market' and the market for independent education elsewhere in the country. 17% of all ISC schools and pupils are in London.

Not only is the market unique, but so too is the city. It is home to 8.3 million people and its population is rising more rapidly than any other UK region. Indeed by 2050 the population is forecast to reach 12 million and there is a predicted need for 600 new schools to meet this population growth.

For independent schools in London there has been strong growth with over 14% more pupils enrolled in London ISC schools in 2014 compared with 2007. Selectivity and competition is a particular feature of much of the London independent school market. However, the London market is not

homogeneous. In boroughs where grammar schools exist, competition comes from the state sector, not just from other independent schools. In outer London boroughs we found that affordability is very much a real issue and whilst typically schools in London are less dependent on bursaries, this is not the case in outer boroughs.

Our researchers also investigated how far the London market reaches and assess the challenge to inner London schools from those within an hour to an hour and half of London.

Edtech: why is it exciting and why is it important?

The significant investments that are often associated with ICT changes mean that ICT can be a regular item on leadership agendas. So if the use of technology in schools is a strategic concern, it's vital that decision-makers in education understand not only the key trends driving adoption, but also some of the technologies themselves.

There is an increasing expectation – occasionally driven more by students and parents than by school leaders

– that teachers should be adept at using digital technologies in their work, professional development and administration. The fact that technologies now offer people the ability to learn and interact, formally or informally, anywhere and at any time, is stimulating many educators to rethink the primary role of teachers. More importantly, perhaps, there is also a fundamental change in the role of students, who are no longer cast so frequently as passive participants in the education process.

Innovative pedagogical approaches are not only having an impact on the practice of teaching and the experience of learning; they are also driving a movement to reinvent the concept of 'school' entirely. Contemporary methods like project-based learning, for example, challenge traditional ideas about timetabling, as well as the layout of the classrooms.

We conclude by recognising that there are many challenges to overcome as we seek to adopt new technologies in our schools. Some of these are relatively easy to solve, but others – particularly those relating to child safety and data security – are more difficult and require more thought in both schools and government. But they do need to be addressed, because the rate of technological development isn't going to slow down and wait for education to catch up.

The report is available from RS Academics at a price of £65. For further information or to order a report please contact Jane Follows on 01858 467449 or jane@rsacademics.co.uk

Reference

1 Roffey, S. (2012) Pupil wellbeing – teacher wellbeing: two sides of the same coin? Educational and Child Psychology Vol 29 No 4, pp.8-17

Decoding words

Phonic Books create engaging stories for children to read, whilst improving their literacy and reading skills

Phonic Books is a small company that specialises in publishing decodable books. It is rapidly gaining a reputation for the quality and effectiveness of its reading books and resources. Now widely used in schools in the UK, the books are also used to teach children to read English in 40 countries worldwide.

The founders, Wendy Tweedie, Clair Baker and Tami Reis-Frankfort, are passionate about teaching all children to read. Using our expertise and experience whilst working as dyslexia-trained reading specialists, we set about developing phonic reading books for young children and older, struggling readers.

In the beginning – there were decodable stories

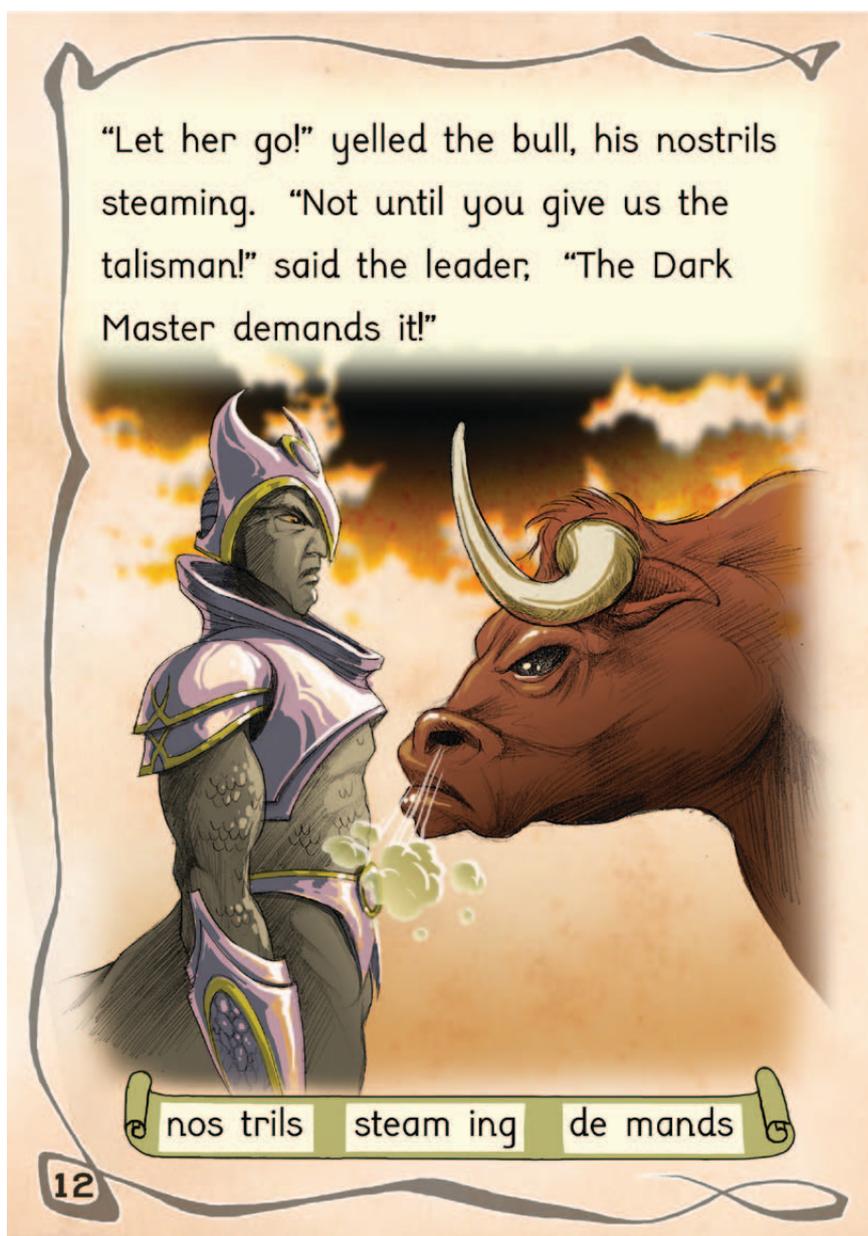
Some nine years ago, the three of us were teaching at the Bloomfield Learning Centre in London. The children referred to the centre had all failed to learn to read in school. We were using the very effective Sounds-Write phonics programme, but we didn't have books that allowed the children to practise what we had just taught them. Reading picture books or reading schemes meant that they would soon encounter words they could not decode and immediately resort to guessing or worse – failing – again! So we wrote little stories for each lesson, embedding the phonics we had just taught.

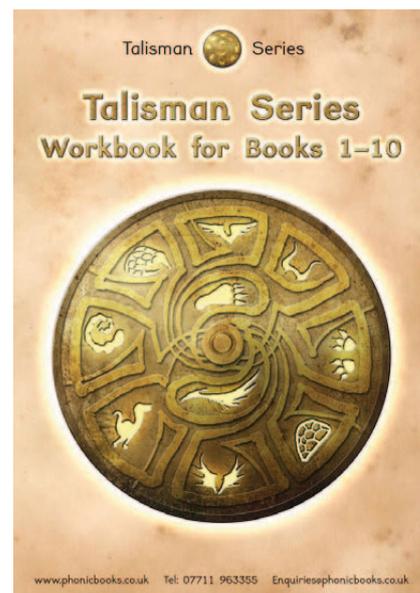
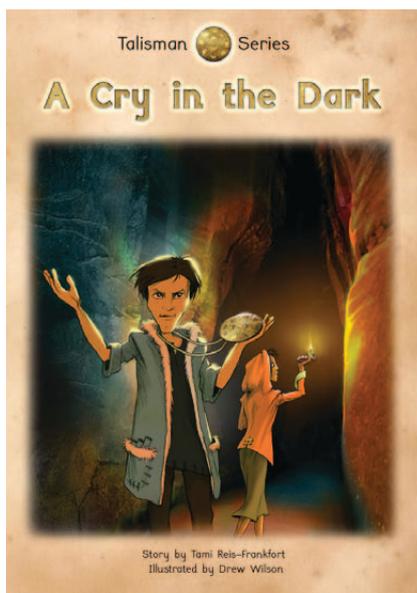
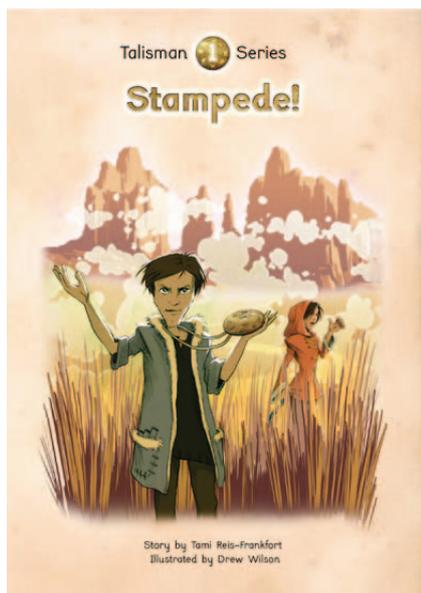
These decodable stories offered the children a 'safe practice zone' to consolidate what they had learned. It built their confidence as they could read independently and successfully at every stage. This newly-found confidence re-engaged them. Suddenly they began to see themselves as readers. Phonics and decodable texts worked! We then thought, why not publish these stories for all children to use?

The reading series

We wanted the books to be appealing and engaging with real stories. Learning to read should be exciting and fun! All too often, critics of phonic books claimed the stories were dull and the language limiting. Yes, the language had to be limited to the

graphemes introduced in each book, but we could include unusual words that the children could decode and learn. The steps had to be small so all children could keep up. That is why our first books (Unit 1) have just five letters/sounds in them. Children need only five letters of the alphabet





to launch into reading! We knew the books needed to be short so that children could experience success within a lesson. As remedial teachers, we were very aware that some children required more practice than others. These children would need to read more than one book at the early stages of learning to read. Practice, practice, practice! We also included a fun consolidation game within every book.

Clair devised a stimulating combination of cartoon characters and photographic backgrounds. When we tested this style in schools, the children loved it! They wanted to talk about what they thought was real and what was drawn. Tami and Wendy set about writing stories trying to include a proper plot and a twist – which wasn't always easy, as we had only six pages of text in each booklet.

Dandelion Launchers and Dandelion Readers were born. Now there are 172 books in the Dandelion Launchers and Dandelion Readers range!

Books for catch-up readers

Many of the children referred to the Bloomfield Learning Centre were older. For these children, low self esteem had become an added obstacle to learning to read. Offering them books that were obviously created for young readers exacerbated the problem. Baby books conveyed a message they had heard before: they were stupid as they were reading baby books!

We decided to create a series specifically for catch-up pupils who had weak phonic knowledge. These books include solid phonic scaffolding, but at the same time spark the children's enthusiasm for reading. We wanted to re-engage our readers and hook them - so that they 'stuck with the programme'.

With the help of Tami's 16-year-old son Adam, who was dyslexic and had struggled with reading himself, we developed a quest series. He knew what a 10-year-old would be happy to read! Drew Wilson, Clair's husband, created fantastic illustrations. The Talisman series was born. At the centre of the series was Zak, who lives with his grandfather. Grandpa gives Zak a strange talisman for his birthday. Within a few pages, he sets off on an exciting, action-packed quest. The Talisman has wonderful and obscure symbols. What will Zak transform into next? Children can't wait to find out and.... in the meantime, they are learning different ways to spell the sound /ae/: ai, ay, a-e, ea, ey, *etc...* Sneaky, but it works! We have received letters from children all over the UK telling us what Zak should do next and how his new talisman should look... Following on from the success of the Talisman series, we have now published the Magic Belt, Totem and Talisman 2 quest series.

Books for beginners

Next, we published the Moon Dogs Series for children who needed to start at the very beginning. Aware of the importance of the visual appeal to older readers, we enlisted the help of Asha, Clair's daughter, who created a 'cool', contemporary style for these books.

Don't forget the girls

Every year, we attend a number of education conferences to show our new products and to hear what teachers think about them. Our quests series were very well received but some teachers began asking for resources for girls. "My pupil doesn't like monsters and she doesn't like shape-shifting!" one said. It was true. Reading failure was often perceived as a 'boy' problem, but many girls have reading disabilities too– it's just that they are better at hiding it.

Clair and Drew set about creating the Alba and Rescue series. They share the same structures as the Totem and Talisman series. Fantastic illustrations and exciting stories in the series tell of two feisty, tenacious heroines who have hair-raising adventures. Will Alba and Erin succeed on their dangerous missions? Read on to find out...

For more information about Phonic Books, visit www.phonicbooks.co.uk or contact enquiries@phonicbooks.co.uk 01666 822543

SIMS INDEPENDENT



Meeting the unique needs of your prep school

With prep schools playing such an important role in a child's early life you want parents to have complete confidence in the education and pastoral care you provide.

Here's why many prep schools rely on SIMS Independent every day:

- monitor attainment throughout the Early Years Foundation Stage
- provide evidence of an individual child's development
- track each child's progress, helping them prepare for the challenges of senior school
- build strong relationships with parents.

Over
670 independent
schools worldwide
trust the **innovation,**
breadth and
capability of SIMS

Find out more:

Tel: +44 (0) 1285 647459 • www.capita-independent.co.uk

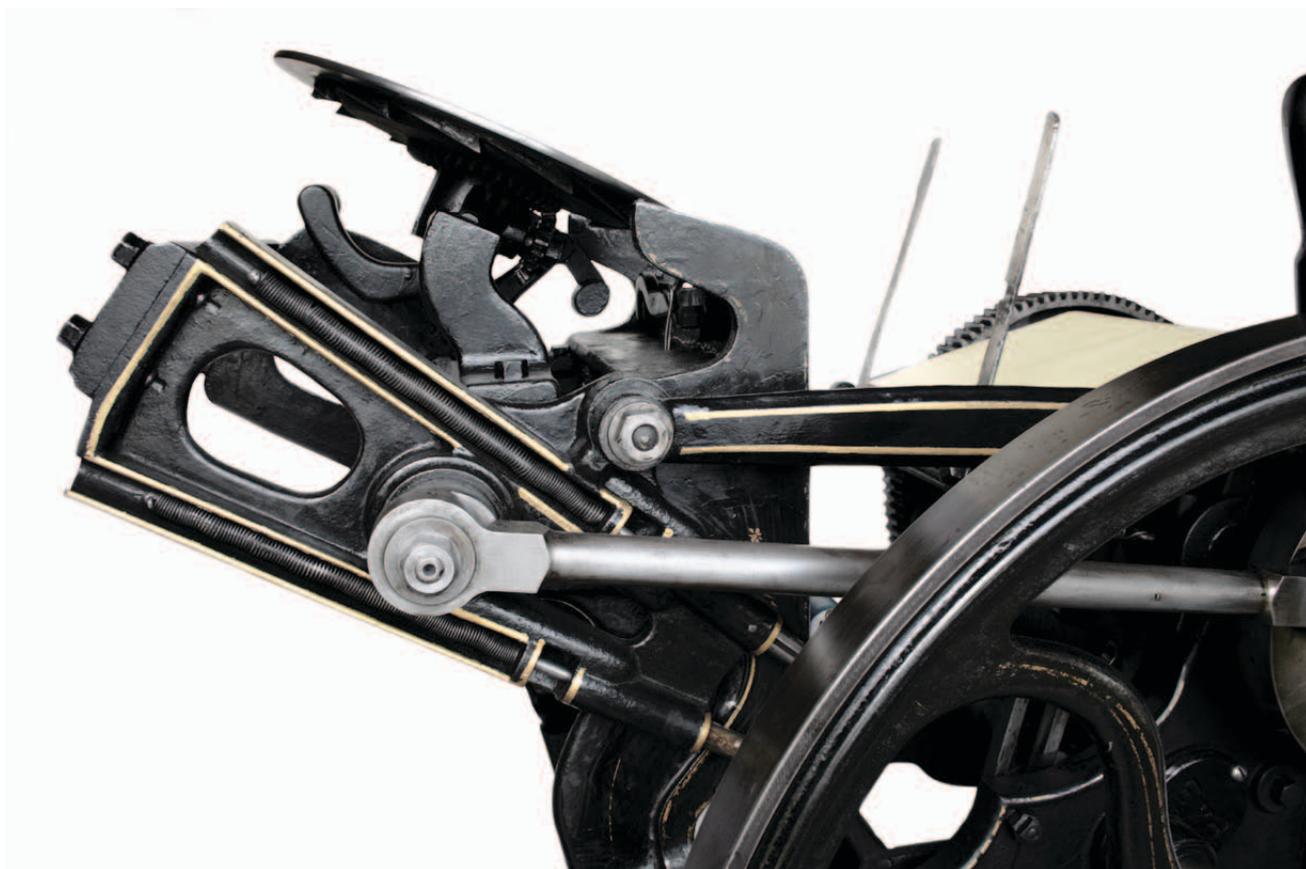
‘Then and now’ – our ‘sparkling’ journey with Ali Sparkes

Suzanne Chinnock, Head of English and Drama at Clayesmore Preparatory School, shares an exciting new initiative

When author, Ali Sparkes, visited Clayesmore Prep School in the summer of 2014, she was an instant hit with the boys and girls and yet we had no idea THEN that we were on the brink of an incredibly special journey...

Following her first successful visit to a mini literary festival at the school, our Prep librarian extraordinaire, Heather Bignold, decided to approach Ali and ask her to be our patron of reading and fortunately her response was a resounding “Yes!” We decided

that Year 5 and 6 would be the lucky recipients of Ali’s experience, writing knowledge and entertaining presentation style. Our goal? Well, there were no half-measures here. The boys and girls would draft, write, illustrate and publish their very own



The best writing must feel real; it must have a purpose. It should also be underpinned by rich reading experiences.

book – and we had just over two terms to make it happen - no pressure then!

Ali's first visit, held in Clayesmore's Model United Nations room, was a whirl of excitement and activity. Never mind Dumbledore's Pensieve and forget those complicated time-travel machines from sci-fi films, Ali simply whisked the children back in time with her exclusive 'Whirly Whirly' device. What followed was an entertaining tour of Ali's life and a description of how she finally landed that sought-after publishing deal. What struck me most was Ali's tenacity and her refusal to give up, even though she was let-down time after time - an all-important message for a receptive young audience, as was Ali's call to 'Keep writing!'

Two creative workshops followed called 'X-Factor' and 'Rhyme Crime' that each saw the youngsters reaching eagerly for pens and pencils...

Prep English teachers, the children and Ali settled upon the theme of 'THEN AND NOW' for their book, linking past and present and exploring transitions from one state to another, much as Ali does in her popular 'Shapeshifter' series. English lessons then centred on this theme

and planning began in earnest.

Ali's second visit was timed perfectly to coincide with the drafting stage. This focused on how to dress the 'naked paragraph' and what fun the youngsters had, pulling out 'wow words' and heaps of wonderful imagery from the most literary of wardrobes. Their final paragraphs were dressed in their best and very much on parade!

With writing almost complete and the wonderfully quirky illustrations,



guided by head of art, Caroline Ritchie, well underway, thoughts turned to the book launch. So Ali returned to present a workshop on publicity including how to pitch to local newspapers and magazines, as well as radio and national television – and why not!

Our book launch day was Friday 12th June and what an event it proved to be. Specially designed invitations had been sent to parents, governors

and the press and we almost ran out of seats! It was held in the de Sélincourt room in Clayesmore's stunning main house and Ali's lively introduction had everyone hooked from the start. Extracts from 'THEN AND NOW' were read, some by Ali and many by the children – offering a mix of humour, poignancy, action, adventure, reflection and sorrow. I was privileged enough to have a seat that allowed me a clear view of the audience, and the mix of expressions

on the gallery of faces before me is something I shall never forget. The sheer quality of the book took many people by surprise, though I think what impressed everyone most was the maturity of the writing and illustrations. Tea and book-themed cakes followed, along with copious book signings by the young

authors themselves.

The best writing must feel real; it must have a purpose. It should also be underpinned by rich reading experiences. Never was this truer than for the children in Years 5 and 6 who, guided by Ali Sparkes (and their brilliant English teachers!), made that most wonderful of journeys from inspiration and imagination to a published work. NOW they are enjoying the result!

Tutoring and schools – a positive tale

Louisa Gamon, the President of The Tutors' Association (TTA), challenges the perception that tutoring is for pushy parents and shares how it can enrich the individual

When I was taking the IB, only two of us in my year were foolish enough to choose Ancient Greek. Now I look back fondly on those lessons, which involved discussions more akin to those I would later have with professors at Cambridge than anything I had previously experienced at school, and I see that it was no coincidence that I decided to go on to study Classics at university.

Focused attention is invaluable for learning - indeed most independent schools take pride in their small class sizes - and this has been reflected by the rapid growth of the private tuition industry over recent years. Sadly there remains a plethora of negative press around the profession, whether it be the rise of 'super tutors' who charge extortionate (and frankly fictitious) rates, or the negative reputation tutoring has with schools. It is the latter which concerns me most as the new President of the Tutors' Association.

The growth of tutoring has been entirely demand-led and nothing suggests that it is going to disappear anytime soon. As a private tutor myself, I rely mostly on word-of-mouth - like most other individual

tutors that I know. Tutoring agencies, too, need to put little effort into marketing or advertising.

Much of the media's criticism has been around exams; stories of tutors pandering to pushy parents by excessively preparing their children in the hope that they might secure an elusive place at an elite institution. Of course some parents do go to excessive lengths (making for the more juicy media stories), and I do have some personal experience of this. Those parents are, however, a tiny minority.

It is also rare to see 'keeping up with the Joneses' as the reason for hiring a tutor. The truth, as always, is far more complex; there are a myriad of reasons why parents opt to employ tutors, and there is something ironic in the media's attempt to identify a generic reason behind this growth when by nature it is entirely personal, specific to a student and their circumstances.

What our association is seeking to make clear is that the growth of our profession is not a criticism of schools and schooling; in fact the demand for tutoring often has little or nothing to do with the quality of classroom teaching. It is, in my and my colleagues' experience, very rare

for parents to cite criticism of schools as their reason for hiring a tutor.

More usually it is that a child may have been sick and fallen behind at school; there may be a learning difficulty or simply the need for extra support; or a family might have relocated to the UK and the children need to adjust to a different system. Sometimes, it is simply that children have not absorbed everything at school, or at least not at the same rate as their peers, and those gaps in their knowledge frustrate them.

Tutoring is mostly supplementary to, and complementary to, school education. And it is that sparkle in a pupil's eye when they 'get' something they have missed has caused tutors like me to fall in love with the profession.

What is more, I believe that this rise in one-on-one tuition can only help raise the standards of education throughout the UK - assuming that it is carried out well. A tutor, like a teacher, has both a professional and an ethical responsibility to his or her student, and our Association insists that all our members sign up and adhere to a code of conduct and pass a DBS check, as well as providing

It's rare to see 'keeping up with the Joneses' as the reason for hiring a tutor. The truth, as always, is far more complex



evidence of the successful completion of tutoring assignments.

Tutoring has the potential to provide so much more than just tuition: inspiration, influence, confidence - all wonderful additions that many parents understandably think add real value. But it cannot be emphasised enough that tutors (and the tutoring companies who employ many of them) have a huge responsibility towards their clients; they must be wholeheartedly committed to both their students' intellectual growth and their own professional development. They must be capable of recognising where they can genuinely help and where

they cannot; a good tutor should tell parents when tuition is not needed, as well as when it is. They should be adding value and acting as a positive and empathetic role model, not relaxing into the role of 'homework help'.

The Tutors' Association is committed to this approach and to raising the standards of our industry along the way. We are actively seeking to work alongside schools for the benefit of the students, and to dispel the myths created by the media in the process.

In many cases, of course, this relationship is already a positive one. Indeed, the lines are frequently

blurred: classroom teachers often tutor during the holidays and tutors often go on to become teachers.

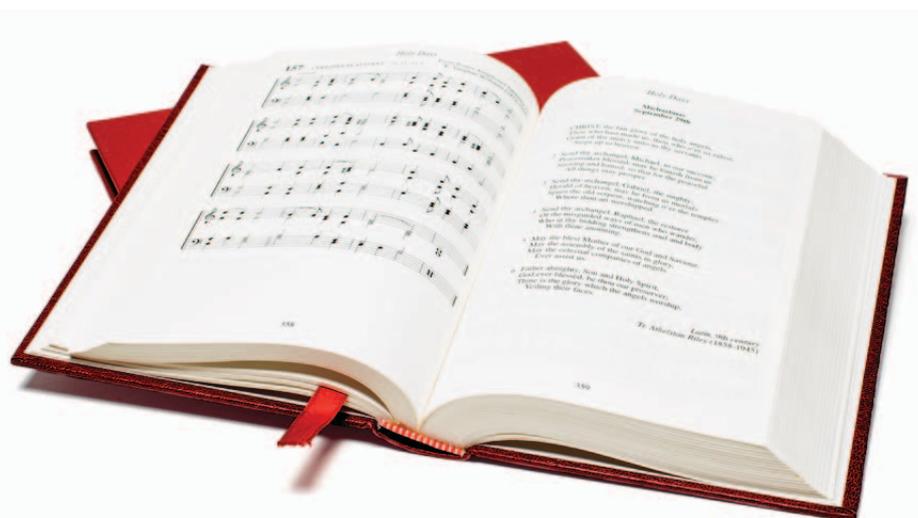
Last month Tim Hands, the Vice Chair of the Headmasters' and Headmistresses Conference, was the guest speaker at our AGM. He spoke encouragingly of the opportunity for tutors to be seen as a 'second voice' in the educational landscape. This particular article is not the place to elaborate on this thought, but we are hoping that his kind words of support will help trigger the growth of a more active relationship with schools in general, and a change in the media's perception of our industry.

The best days of their lives

Nicholas Oulton reminisces about his prep school days, and discusses how these memories can be captured in bespoke school leavers' books

I sometimes irritate my family by telling them that, cliché or not, my days at prep school were probably among the best days of my life. Not tactful, I accept, considering they weren't there, but there we have it. And it was a particularly lovely school, standing on the cliff overlooking the Needles and the Isle of Wight, where my brothers and I grew up. Sadly it is no more, having merged with our rivals up the road, and Hordle House is now just a memory to those who grew up there and are left to seek solace from a Facebook group for former pupils.

The world we live in is a far more vibrant, immediate, inclusive, accommodating, interactive, child-centric place than the one I remember from my school days. And above all, of course, it is a digital world. The word digital existed back in 1970, but it certainly didn't have the all-consuming meaning that it has today, where the equivalent of snapchat was the clunky polaroid camera that my grandmother owned and brought out as a treat at Christmas. (Who can forget the excitement of seeing a photograph appear from the camera some four or five minutes after the photo was taken – a scenario now associated with a massive drop in the wifi signal or the battery dying on your phone!) And so our memories of school were bolstered by tangible things: hymn books and ties and tuck boxes and cups, photographs and stamp albums, autograph books and school magazines, model aeroplanes



and school caps. And when we came back for the holidays from our senior schools, we would look at these relics of our juvenile days and smile, but never quite want to throw anything away.

Now of course it is all rather different. The Latin grammar that they learn comes not from musty, slightly damp copies of Kennedy's *Shortbread Eating Primer*, complete with inky cartoons of Julius Caesar and the names of previous users of the book with romantic-sounding surnames listed neatly in the front, but from digital flashcards and revision apps. The prizes they go home with at the end of term are not cloth-covered volumes with smart, embossed crests and school book-plates, but an Amazon or iTunes voucher. The framed photographs to line a bedroom wall have been replaced with three terabytes of shared photos on

Facebook or Instagram which never actually make it onto paper, and one day will simply vanish into the ether when Google or Apple upgrade the file format from .jpeg to .xyz. The physical, personal and permanent are being replaced by the digital, the temporary, the immediate, the public – and what is to remain when all that ephemeral content has been posted, shared and liked online? It will fall below the scroll bar on an endless (and mobile friendly) record of what happened three seconds ago.

I have had this conversation with countless friends and colleagues over the years, and while we do – of course – recognise the huge benefits of the digital age, there is still something very special about those things you can touch, and smell, and handle. When I set up Galore Park, the educational publisher, I was warned by wiser heads than me that

textbooks were a thing of the past, and that everyone wanted content on their interactive whiteboard or tablet. Luckily I didn't listen, and pupils up and down the country continue to use the books, flicking through them, writing notes in the margin or highlighting passages, memorising the image of a page in a way that one simply can't do with digital content. And lessons are learned, exams are passed, and pupils set off to their senior schools with a spring in their step and a head full of memories.

So how do we capture those memories, and pin them down? I have enough happy memories of my own days at prep school to fill a whole bookshelf of books. I can smell the sea air on the cliffs, hear the sound of singing in the little chapel, feel the hymnbook's rough texture, even taste the banana custard. And I have a book with a blue card stuck in the front, signed by the headmaster – a prize for scripture, I seem to remember. And whenever I pick up that book, it is as if I am transported across the decades

back to my childhood. I am mumbling the daily collects (O God, who art the author of peace and lover of concord...), reciting the classic poems (Half a league, half a league, half a league onward) and wondering at the beauty of the Beatitudes (Blessed are the pure in heart).

One way is to leave it to chance, and just hope that pupils will keep all these memories alive in their heads and treasure them, as I have mine. Another is to capture them, quite literally, within the pages of a book. We have been working with schools for twenty years or more to do just that, creating bespoke leavers books which act as guardians of all that is most evocative about school. We have just finished a book for Knightsbridge Prep which encapsulates all that Magoo Giles and his team term 'the KS spirit'. For Taunton Prep we worked with the headmaster and his senior team to collect the poems that meant most to the pupils, as we did for Homefield Prep, finding prayers and readings that pupils would

associate with their days at school.

And when they do leave, and go off to their senior schools, they will for a while look back on their prep school days as a childish interlude, perhaps even an embarrassment, to be brushed aside as they look to more grown up ways. But for the majority, they will treasure their days at prep school, and before very long will be harking back to them with pleasure. And when they pick up that book, full of hymns and poems and prayers and readings, the memories will come flooding back.

Nicholas Oulton is Managing Director of Gresham Books. Gresham work with schools to produce bespoke hymn books, prayer books, leavers' books and school histories. www.gresham-books.co.uk
To commission a new book for your school, contact Nicholas at info@gresham-books.co.uk or call on 01983 761389.



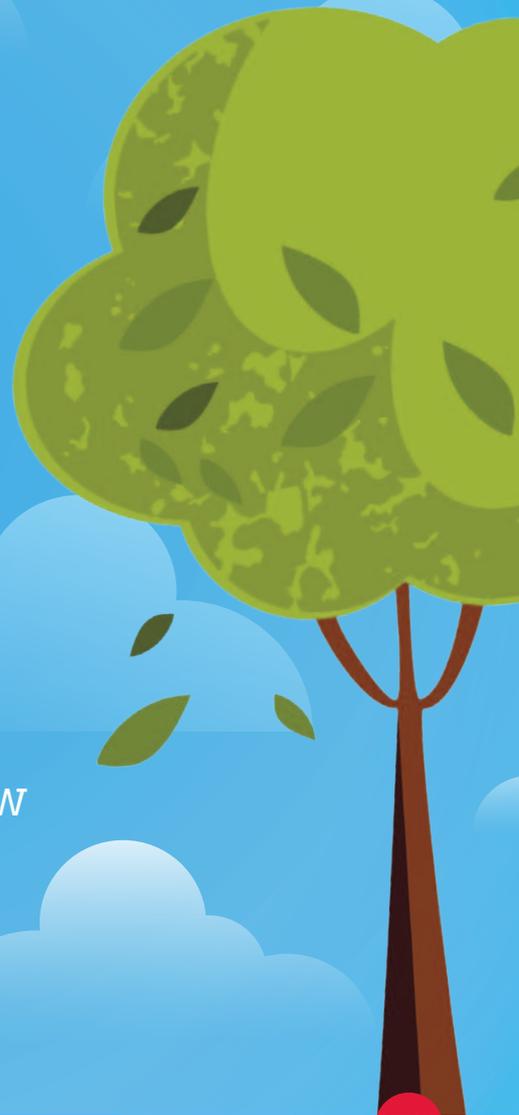


Nelson
English
Skills



Helping
your children reach their
full potential
in all the **core skills.**

- ✓ **In-built assessment** helping you monitor progress
- ✓ **Differentiated practice** to help every child keep pace
- ✓ **Curriculum-proof** – perfect for the new curriculum in England
- ✓ **Ideal to use as a whole course or to supplement your existing teaching**



NEW
Nelson
Grammar



Nelson
Handwriting



Nelson
Comprehension



NEW
Nelson
Spelling

To find out more, try sample activities and to order,
head to:

www.oxfordprimary.co.uk/nelson

 Oxford School Improvement

Oxford
OWL

For more support, visit
www.oxfordowl.co.uk

web www.oxfordprimary.co.uk
email primary.enquiries@oup.com

tel 01536 452610
fax 01865 313472

OXFORD
UNIVERSITY PRESS



Do you know your target audience?

Miranda Henderson, Governor at Old Buckenham Hall School, and Chartered Marketer at Dowie explains how using new technology can be used to gain a clear picture of new customer segments

New communication tools surround us. Twitter. Facebook. Pinterest. Google Analytics. School marketers face a fast-moving communications world with both new players entering and fresh vocabulary (tweets, likes, shares, follows) evolving fast. So how do we harness these new tools to help us, and when we spend time tweeting about what's happened in school today, does it translate into results and income?

People are easily caught up in the 'noise' of new platforms but in practice it is a minority who understand and apply social media activity strategically - unsurprising really, given the rate of technology growth out there and the plethora of tasks which wrap up the average school day. So where do you start? One

simple process for effective customer engagement uses the model below.

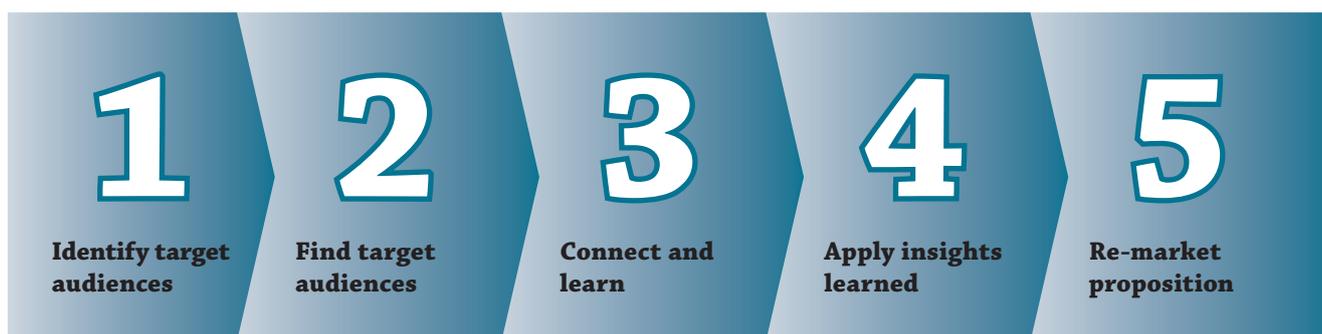
Know your audience

It's an interesting starting point to ask a school how many customer 'types' they have identified. Do you know precisely who your target parents are? A target is not a prospect already on your radar, it's any one of the 'unknown' number of potential buyers of private education. Private education is a high end luxury purchase, so demonstrating your school's value is essential.

A clear picture of who will buy is an essential starting point in optimising marketing spend. Perhaps it is the segment who have not yet decided to take the step from state to private education. Maybe it's a different

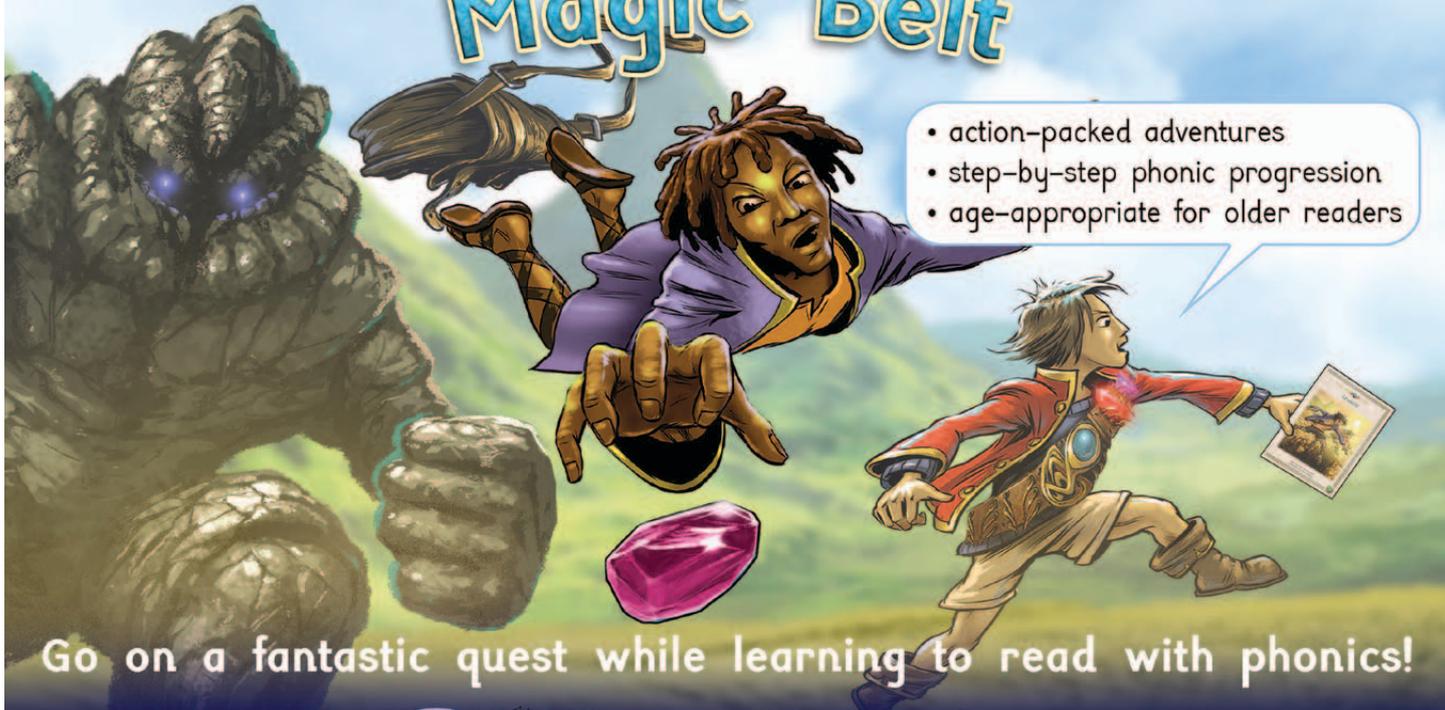
cultural group with ambitions for their child's English education, or even an overseas segment seeking entry to the English independent education sector and associated culture.

To pinpoint targets accurately, you could start by adopting accepted demographic definitions to classify and measure people of different social and earnings levels. One such system is Acorn, where individuals are grouped into segments such as affluent achievers - with sub sections of 'lavish lifestyles', 'executive wealth' or 'mature money'; rising prosperity ('city sophisticates' or 'career climbers') or comfortable communities (embracing 'countryside communities', 'successful suburbs' and 'steady neighbourhoods'). Given a good registrar will speak with



Engage your readers with Phonic Books

Magic Belt



- action-packed adventures
- step-by-step phonic progression
- age-appropriate for older readers

Go on a fantastic quest while learning to read with phonics!

Contact us today for your free catalogue

 **PhonicBooks**™

www.phonicbooks.co.uk Tel: 01666 822 543 enquiries@phonicbooks.co.uk



Introductory Offer

All 20 pink level books for only £20

To order go to www.raintree.co.uk or call 01256 302699

Award-winning book banded readers from Raintree.

- ✓ 140 book banded readers covering bands pink to lime
- ✓ 24 Wonder Words high-frequency word development books
- ✓ Thematically linked fiction and non-fiction pairs
- ✓ Audio eBooks
- ✓ Flexible to fit in alongside guided reading schemes



12 NEW Pink Titles Coming November 2015!

ISBN 978-1-4747-1558-4
£20 per pack.



Fiction

Non-Fiction



Offer ends 31st December 2015, only one pack per school

www.raintree.co.uk/engage

raintree 
a Capstone company — publishers for children

prospective parents on a regular basis, he or she will already have a good picture of likely target parents, yet once you have initial target types identified, the next stage of drilling down and pinpointing the less predictable behaviours and interests is less easy to predict. For example, you might have identified young professionals aged 36-40 as one target segment. In this group you will know that your segment are ideally parents with children of a set age, and you'll also have a pretty good idea of their geographical base, depending on if you are a day or boarding school, a prep or a senior school.

But how do you identify their likely behaviours? What do they like doing in their free time? Are they primarily home-dwellers who spend time and money on DIY to enhance their living environment? Do they have a particular lifestyle profile, like sports or competitive activity? Are they adopters of mobile technology and gadgets and are therefore more active on social media? The sharper the picture you can build of your target segments, the greater your understanding of the type of news or event that will that will seize their attention. In turn, over time, you can create content and organise activities that will engage their interest, bringing them firmly onto the school radar. It is not unusual to identify upwards of twenty potential parent segments in the first round of identifying your audience.

Make that connection

Once you have an initial picture of the segments you want to communicate with, the next step is to find out, and be seen in, the places they go to. Are they parents who enjoy cinema, in which case are they using Netflix or Nickleodeon websites? If they're sporting types, are there local events and gyms in your catchment area which offer engagement potential in the form of website and Facebook advertising? Thinking laterally about your target segments and how they spend their free time will undoubtedly open up novel avenues to access their attention.

Stage two of this process will require you allocating a budget and putting relevant primary reach messages 'out there' on paid for social media which matches your target segments, to see what engagement you can stimulate. Initially, primary reach activity will be reasonably widespread as you target all your segments, with the longer term aim of distilling and then tailoring messaging. In each instant, the initial aim is to build data which is actionable, *ie* if people click through, share or start following what you are saying, you'll know they're engaged!

This process will require a canny use of budget as well as the application of precise, specific and impactful messages. It is a learning curve to identify which of your target segments is responsive, based upon how new parents connect and respond to your messages. If for example you offer sports scholarships, you may want to place this offer in front of parents who actively participate in mainstream sporting events via one of the many websites dedicated to running, cycling, swimming and triathlon events, then track uptake to your website using Google Analytics to see the source of new traffic.

Apply what you've learned

The beauty of new marketing tools such as Google Analytics is that you can measure engagement. Increased website traffic can be tracked from source to monitor time spent on particular site pages, as well as track functionality requests such as downloads, newsletter sign ups and information requests. As you gain insights from each of your segments, you can feed this data into your initial audience profiling and, in turn, fine tune the segment profile. It is quite likely that your resulting target segments will be different to the initial profile you identified.

With a clearer idea of your parents, you are now in a position to re-frame and tailor your messaging and content to optimise appeal and stimulate engagement in the form of likes, click throughs, downloads and shares. Your advertising or promotional messaging will become a 'content' sell rather than

a 'feature and benefit' sell as you have discovered a little more about what your target parents are wanting to read about. Yet with 4.2 billion pieces of content uploaded to social media daily, you'll need to be sure that what you say is distinctive and of value.

Building on insights

Leveraging the metrics offered by new technology to better understand your target segments means you can start to publish tailored content within a strategic framework which actively interests your priority segments. Your twitter feeds will become more meaningful as you now have a clear picture in your head of who you are talking to and some of the subjects areas you might focus upon. Undoubtedly you will have individuals who fit the traditional mold of a target preparatory school parent, but without doubt you will also have uncovered some less predictable segments to whom you can tailor your marketing tactics.

Similarly, your engagement tracking results will influence your event planning. Perhaps in your initial outreach activity you uncovered a large percentage of professionals aged 36-42 with young children who are active gamers - they like to play Xbox or Playstation (arguably, there's growing evidence to suggest that gaming helps with hand-eye coordination, puzzle solving, logical thinking, spatial awareness, teamwork and other transferable skills). So how about hosting a half day conference for parents exploring the skills developed by playing video games, constructively assessing the risks and benefits of this pastime? It will not only bring parents onto your school campus and offer a chance to showcase the school and its facilities to build familiarity, it will also get your school talked about and provide original content for parents to engage with and share on social media. It will also position you as an open minded school, willing to explore sparky and topical subjects for the benefit of all.

Dowie is a cross-sector design and marketing consultancy which works with UK Prep and Senior schools

Shaking up social media

Georgina Hawkins, Community Manager at Shake Social, encourages us to re-think our school PR and embrace the peer-led free potential of social media



We don't have a choice on whether we *do* social media, the question is *how well* we do it

When two sixth form boarding pupils from Lancashire's prestigious Stonyhurst College went missing in January 2014, an effective digital communication strategy made a significant contribution to safeguarding the institution's reputation. After an initial flurry of excited Twitter activity from pupils, headmaster of the £30,000 per year Roman Catholic private school Andrew Johnson was quick to educate pupils about an appropriate digital code of conduct. The College also swiftly implemented a carefully considered, regularly updated, and widely disseminated communication strategy for digital and offline liaison to which it attributes its positive feedback from reassured parents. After regular communication with the police, Foreign Office, school staff, and pupils, the two missing students were fortunately located safe and well a week after their disappearance.

So what PR lessons can be learned from this critical incident? Events of this magnitude in preparatory schools are fortunately rare, but they highlight the importance of effectual communication, specifically: utilising appropriate platforms, devising an effective strategy, and delivering coherent dialogue. Social media is now regarded not as a useful or novel addition to a communication strategy, but one that is essential to the PR and marketing approach of any school striving to keep abreast of its competitors and contemporary developments.

Whether you're personally a Facebook fan or you find yourself wondering with exasperation whether there is a point to Pinterest, businesses and organisations must accept that their consumers now expect to find

them on social media. From the new vegetarian deli to the nearby local community centre, the public want to be better connected and feel like they are a valued part of a thriving online community for support, updates, offers, reviews, and other relevant information. In short "we don't have a choice on whether we *do* social media, the question is *how well* we do it." - Erik Qualman.

Preparatory schools are no exception to this trend. For Millennials in particular social media is often the first place they look for information about a product or service. Given that these people are the new generation of parents, effective social media management for schools can be key to a successful marketing strategy; your creative Pinterest boards and lively Twitter feed may well be the reason that a parent selects your school over another.

Sewickley Academy in Pittsburgh, USA, recognised this trend and adapted accordingly, successfully harnessing the power of social media to develop a thriving online community and effective marketing strategy. The Academy's Director of Admission and Financial Aid Brendan Schneider says that the school found its niche with Pinterest, a social media site on which users can save, upload, sort, and manage images - known as pins - in collections known as pinboards. After initial experimentation Pinterest was the platform chosen owing to the long lifespan of its material particularly in contrast with other sites like Facebook, where posts remain in the newsfeed for only twelve hours to a day depending on the algorithm in operation.

Sewickley Academy has been mindful of the way in which people interact with social media, turning it to the school's advantage. Adhering to the thought that "marketing is no longer about the stuff that you make, but about the stories you tell" - Seth Godin. The Academy developed pinboards around the theme of inspiration, tips, and ideas including compilations of quotes and boards titled 'Great Ideas for Families'. By doing this they offer value to the community, placing the focus on the customer through story telling rather than talking at the customer through more traditional marketing methods.

According to Schneider, Pinterest was also a tactical choice for the Academy because of its audience demographic - "it was the first social network that's dominated by women". Knowing through an in depth understanding of the admissions process that women more often make the decision about where their children will be schooled, Pinterest was the obvious strategic choice; "if that's where the mums are, that's where we should be", he says.

How useful social media can be for academic institutions will vary between schools. However, with patience, perseverance, and time investment, it can provide a free peer-led PR and advertising opportunity that prospective parents are more likely to trust than a school's marketing material.

Shake Social is a leading social media agency for the education sector.

Georgina specialises in community growth, online profile development and building awareness for a range of schools. www.shakesocial.co.uk

What makes effective branding?



Kris Spencer, a governor of Notting Hill Prep School and Assistant Head at Latymer Upper School, argues that it is not just what we say but what we do which is important when building the brand for our schools

Reputation is defined by individuals - not marketing companies, not Heads, not governors. In the words of Amazon supremo, Jeff Bezos: "Your brand is what people say about you when you're not in the room". Schools cannot invent or create a brand - no matter how they might want to - but they can steer things, and find focus and clarity. They can also realign the brand if the word out there is not quite how the school sees itself. The best schools listen, and they sift and measure what the school is, and this helps to shape and develop the brand. It might also be that the school's profile is underdeveloped in some way. A school might target an attribute which it wants to build into its brand, but this must be done through actions not words. The words come afterwards.

The brand of every school is defined by the staff, pupils, parents and governors. But also by the owner of a local café where your parents and pupils stop before and after school, and the taxi drivers who bring visitors to the school; by the residents who live close by, and the commuters

who share public transport with the pupils. So, it follows, that if a school is not the curator and custodian of its brand then it holds itself ransom to the babble and half-truths that will fill the void. Even the best branding does not change a school. But what branding must do is allow all of the stakeholders to see the school as it is, what it represents, and how it is different from other schools. Communicating that simple message to staff, parents and children - and all the external stakeholders - is at the heart of the best branding.

The first thing to do is to identify the core values of the school. The trick is to find the right words - the brand words. Finding these words is more difficult than we might think. This is especially true when the aim is for the school's brand to be recognisable and unique. One approach is to audit what the school says about itself in its current published materials. This might start by trawling through the prospectus and the website. Once this list of words and phrases is generated it must be discussed and to some extent dissected: are the

words the right words?; are there any contradictions? Reading through, it is also important to identify what there is which is specific to your school and what there is here that any good school would do and have, and say about itself.

So, how to find those qualities which are specific to your school? Some form of themed governor and leadership team away day can be an important part of this. Such a meeting would have at its heart three questions: what is the current reputation of the School?; what are the core values of the school?; and, how can the gap between the two be closed? In all meetings about branding it is important to remember that the school's brand is already out there. In this, there is vital intelligence to be had from knowing what the current parents think about the school. Because of this, any school considering its brand should give the highest consideration to conducting an externally run parental satisfaction survey. Such surveys can identify key words - good and bad - but they also give a school the chance to benchmark their reputation

and perception against other similar schools. The result is a clear message as to how the school is perceived by parents, and then it is up to the school to determine how to build on the positives and address the negatives, such as they are. “Sometimes, it is not until a senior team, or a staff room, see the results of a survey that they recognize the need for change” says Russell Speirs, CEO of RSAcademics, whose SchoolPulse parent survey has been conducted in more than 150 independent schools “Although informal or qualitative research has its uses when considering how a school brand is perceived, quantitative results, from a large sample of parents, and when benchmarked against other schools will often carry more weight and get people to sit up”

Once the words are in place, and a school is comfortable that it has identified its unique selling points, then the brand needs to

them that gives them the bragging rights? What confirmation have they been given that they have made the right choice? And have you given them the right words to communicate this?

If it still remains true that a brand is what people say about you when you're not in the room then it is also true that through digital technology and social media schools can now have a seat in the room. There are many opportunities to develop the school's digital word of mouth. Online platforms like Twitter and Facebook are used by most schools, in some way. Many Heads are scrupulous bloggers. But what about Mumsnet? schools must now manage what is being said about them online in some way. Lofty disdain retains the high ground but it is also useful to have an eagle-eyed parent or two who might be tasked to report on the current online chat about the school. A school must set its own level

can sometimes look like a prospectus combined with a newsletter, so having other content sitting elsewhere, telling parents about the school, can only make it look more interesting. To do this brand champions should be identified. Every member of the leadership team should be tasked to be a brand champion. In terms of brand champions the Head must lead, not just champion but a custodian, curator and communicator.

A school might do well to question the usefulness of expensive advertising. Why take out a pricey spread when it is so much better to get photos and stories of pupils doing things which represent a school's core values in the local newspaper? A school can promote itself through press releases. The brand should help focus the release, but be aware that editors want to fill their column inches with stories. A new sports hall does not have a strong narrative. A national sporting success by one of your pupils, linked to the new building has a much more compelling narrative drive. Heads can also be very interesting columnists. A good way to get publicity is to be an innovator or a spokesperson – but always supporting core values.

In many ways, branding is about the struggle against the prevalent attitude that what a school is offering is exactly the same as everybody else. Differentiation is the key - but also integrity and trust. The bottom line is that the best marketing hones in on a school's strengths and then communicates them in as many ways as possible and to all its stakeholders. “Knowing the proportion of your parents who would recommend the school to others is a great indicator of parents' support, warmth and loyalty...their desire for your school to succeed. Knowing how many parents are actually satisfied with what you provide is equally important, but quite different. But when both measures are high, then you have a strong educational brand” suggests Russell Speirs of RSAcademics again. That is the challenge but also a great opportunity.

The first thing to do is identify the core values of the school. The trick is to find the right words - the brand words

be communicated. This must be authentic and supported by evidence. It is really important to test every internal and external action against your core values in the moment before you act; the moment before you speak, press 'send' or sign off a press release. But a school's reputation is also built on word of mouth. Current parents, pupils, and staff, are the flag bearers. Similarly, alumni can carry the message far and wide. This should be a joyous process. It involves communicating with internal stakeholders all that is good about the school. If the brand is correct then it should be straightforward to find all of those things that the school does to support and reinforce its brand. Think of a parent sat at a dinner table alongside friends with children at rival schools; what has the school told

on how much electronic babble it is willing to ignore but it is important to manage its online reputation. Having a lot of good online content already in place makes this far less likely to be needed in the first place. Another attitude which is growing is that “if the information is that important it will come to me”. Many parents want to be pushed information, and the technology is certainly out there to do this. More generally, this idea that important information is already out there is particularly relevant to schools. Parents will think: “if a school is that great, why aren't there more things online about it”.

LinkedIn provides another platform. Face to face contact is obviously the best but LinkedIn does offer a means of putting some detail to names and people. A school website

The soft skills to succeed

James Wren, Director of The School of Creative Thinking, discusses three effective ways to bring student enterprise to your school



For most students after school or university graduation, they don't have a great deal of life experience yet, for all the obvious reasons, age being the main one. The majority of students arrive at their first job interview and feel pretty green, because they are. We can't force years of experience, but we can add something unique.

What if schools were to focus on the soft skills with as much vigour as they do with core subjects and academic rigour? This rigour and results will get students to the interview stage, but it's the soft skills that show the real ingenuity and potential that lasts a lifetime.

With that in mind, here are three suggestive and successful approaches

focusing on autonomy, collaboration, communication and creativity.

1. The original notebook

There is a notebook currently on the market which has just one app with endless possibilities. It's called paper. When a student attends an interview for the first time, having a notebook



brimming with ideas can be hugely beneficial. This isn't an art portfolio or a book illustrating artistic ability, in fact there should be no emphasis on making things look pretty or refined, how the ideas are recorded is not the point. Instead, encourage your students to simply record their concepts. Whether it's an innovative marketing campaign for a local charity, an invention, ideas for cross-curricular and community-linked ideas or even a way to make things better for people in the community or our planet, it's all valuable. It also gets students into entrepreneurial habits and shows potential employers they are thinking differently.

2. Now it's business

Imagine your students setting up a small design agency or creative think-tank with real local clients and working with them to find fresh solutions. It could be a local dog rescue centre looking for campaign ideas, a small B&B needing a new leaflet or a homeless action group who want to bring attention to what they do by means of a flashmob or 'hidden camera' YouTube viral film. The PR this can create for your school is also huge. Also, if your school has a bespoke space which could be used to set up a small agency, then even better – it needn't be grand, but having something which looks a little different to a classroom would give students a real feeling of real-world enterprise. Space is not always easy to find at school, but with a little imagination it can become something very special as it builds up over time. With business cards, a logo and website, students can soon start to not only develop relationships with local clients, but also skills which last a lifetime, regardless of their eventual career.

3. Project idea: Refreshing results

Students form small working groups, choose a charity (local, national or international) and then spend two weeks raising funds through sponsored activities. The money isn't given to the charity...not just yet, because the real project starts now.

Teams then design a logo and an in-school marketing campaign to promote their new business, which is all about branding, promoting, making and selling smoothies at school. With the funds raised, the teams each buy a smoothie machine, fruit and paper cups. How much they buy is up to the team. The goal is simple: make more than the original funds raised, enjoy a bit of 'healthy' competition with peers and then give all of the funds to the chosen charity. The winner isn't really important, because every business will donate every penny to their chosen charity

anyway, but for the students, it can still be made into a competition. It's cross-curricular, great for the students, forms fantastic links between school, community and charity and gives students a taste of small enterprise, with skills beyond the school gates.

Real-world skills, real-world results... for life.

James Wren is the Director of The School of Creative Thinking - www.theschoolofcreativethinking.com - and author of *People Pens & Paper* published by John Catt Educational

PEOPLE PENS + PAPER



**GENERATING FRESH AND CREATIVE
SOLUTIONS TO BENEFIT OUR WORLD**

**A GUIDE FOR TEACHERS FEATURING
TECHNIQUES, PROJECTS + INSPIRATION**

JAMES WREN

School Memories?

Capture their memories of school in a beautifully bound

LEAVERS' BOOK



Call us on

01983 761389

or

POEMS • PRAYERS • READINGS Email info@gresham-books.co.uk

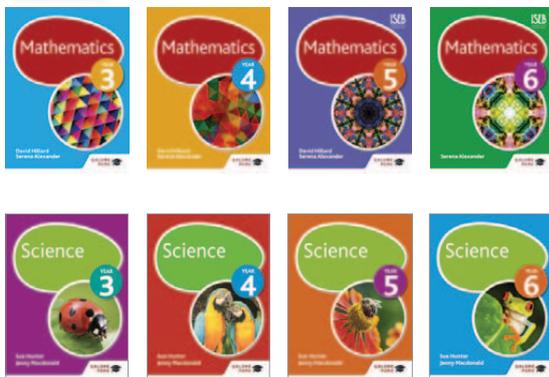
GALORE PARK 

20% off*

Quote WW0008824 at www.galorepark.co.uk

Common Entrance at 11+ : Achieve Exam Success

NEW: Key Stage 2 Textbooks



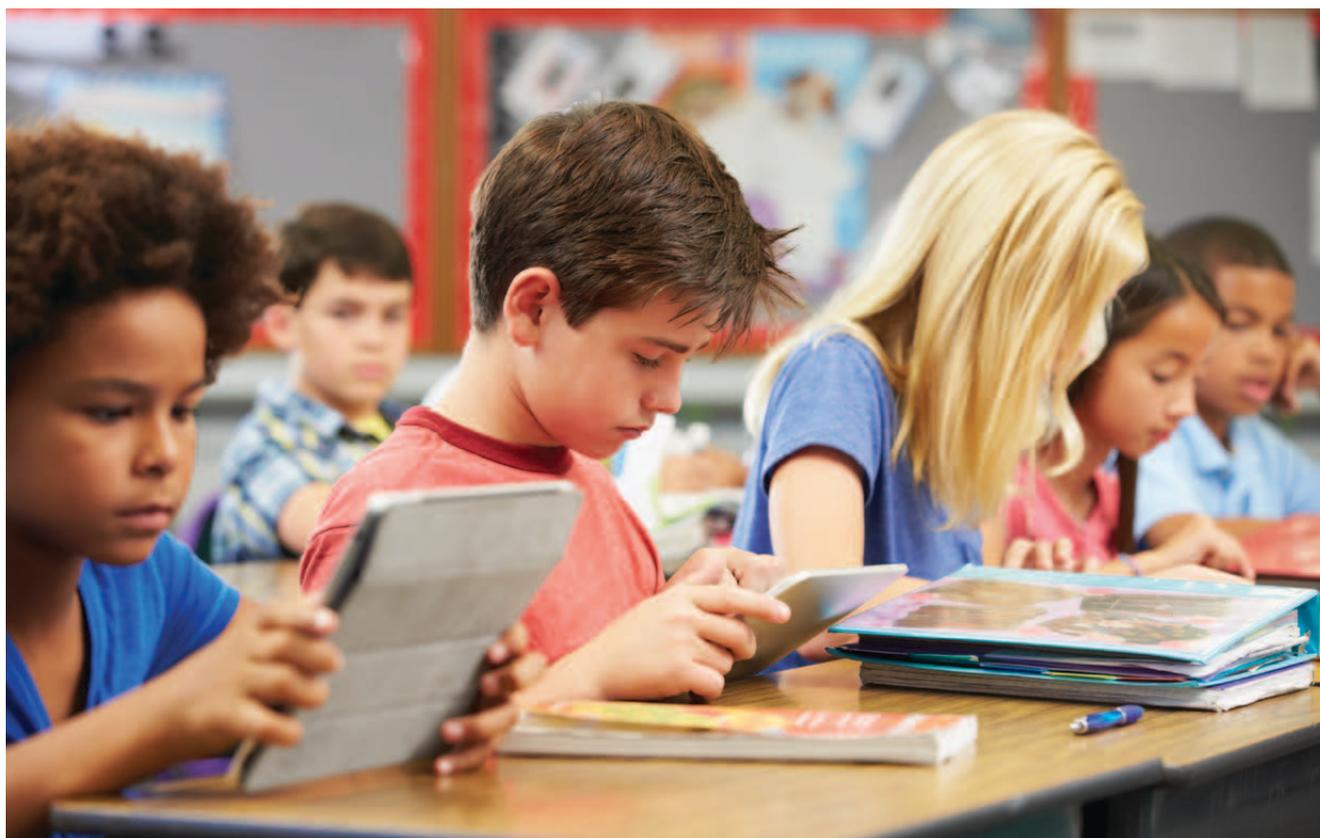
NEW: 11+ Revision and Practice



Used by 83% of the UK's top independent schools

www.galorepark.co.uk

*Terms and conditions apply. 20% discount code expires 31/12/2015. Orders must be placed at www.galorepark.co.uk using promotional code WW0008824. This discount applies to 11+ printed titles only, and cannot be used in conjunction with any other offer. Discount does not apply to ISEB exam papers.



Could tablet devices be delivering more for schools?

Julie Booth, Head of Independent Schools asks whether schools could be getting greater benefit from the growth of tablets

Much media attention has been devoted to exploring the benefits of introducing tablets in schools. They can enhance learning while helping to ensure that children develop the essential digital skills they need as they progress in their education.

There are also some major advantages to embedding mobile devices more widely across schools. In a survey

of staff working in fee-paying schools recently conducted by SIMS Independent, more than half (54%) of respondents said they have access to a tablet at work.

At a time when teachers' workloads are under the spotlight, could schools be making better use of these mobile devices?

The rise of tablets in education

According to the British Educational Suppliers Association (BESA), the number of tablets in UK schools will hit nearly a million by 2016.

We live in a world where six year olds are just as familiar with communications technology as their

Vocab Express is evolving

Version 3 to be released during 2015

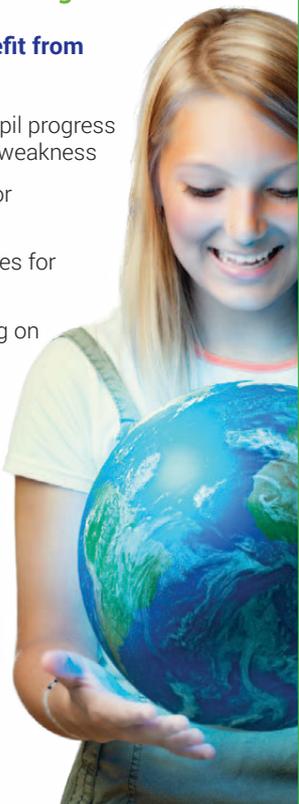
Teachers and learners will benefit from significant enhancements

- Flexible options for tracking pupil progress and identifying areas of vocab weakness
- Softer algorithms for younger or lower-ability groups
- Increased differentiation features for mixed ability
- Student revision mode focusing on troublesome vocab
- Vocab collaboration with peer communities
- Better support for non-Roman scripts such as Mandarin and Urdu

call **01392 35 75 30** or email **info@vocabexpress.com** for details

All features will be available to Vocab Express subscribers with no increase to UK subscription rates.

 www.facebook.com/vocabexpress
 twitter.com/vocabexpress
 www.vocabexpress.com



Are you challenging your pupils?

11 A sergeant stands too long in the sun and gets confused. His troops are lined up facing north. Then he gives the order to "Right Turn" 70 times, and his troops do so. In which direction are the troops facing at the end?



A north B east C south D west E west-south-west

Ideas for: ● problem solving ● enrichment material,
● raising the profile of mathematics in the school.

Have you ordered your PMC papers yet?

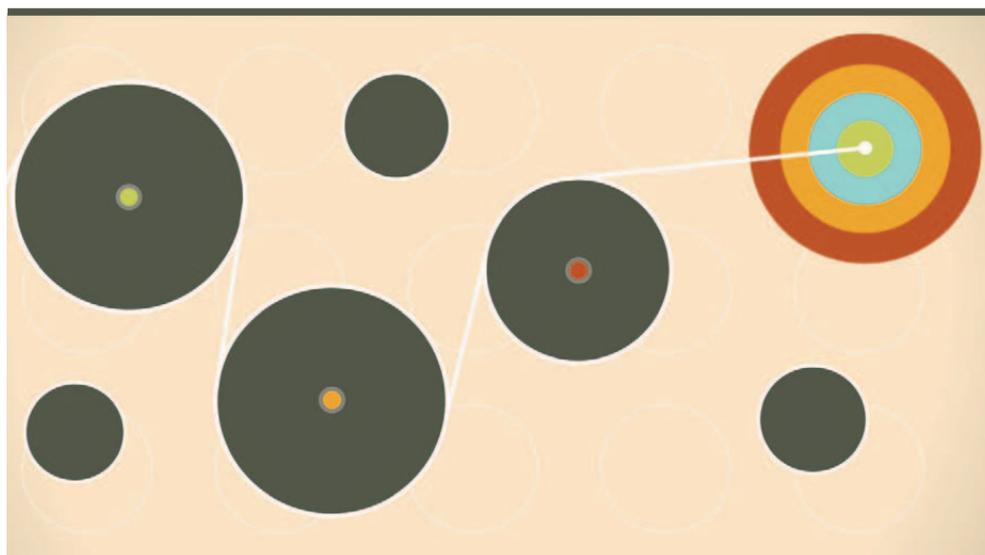


The Mathematical Association, 259 London Rd, Leicester LE2 3BE

www.primarymathschallenge.org.uk

Registered Charity No. 1117838 VAT GB 199 321141

HELPING SCHOOLS THRIVE



Founded by Russell Speirs in 2002, our specialism is schools.

We advise on marketing, research and strategic planning.

We operate specialist services for the search and selection, coaching and development of school leaders and senior staff.

Our approach is congenially collaborative, never generic, always expert and rigorous. We never forget that schools are people.

Contact info@rsacademics.co.uk Tel 01858 467449 Web www.rsacademics.co.uk



RSACADEMICS
HELPING SCHOOLS THRIVE

parents. For today's generation, the use of mobile devices has become second nature.

The vast majority of children are increasingly used to using a tablet or smartphone – both inside and outside of school. And this is not confined to secondary age groups alone. A growing number of prep and junior schools are finding a place for mobile devices in the curriculum to enhance teaching and learning.

When introduced as a tool for capturing work or recording images and sounds as part of a lesson, be it maths, drama or the after-school gymnastics club, tablets can help engage even the youngest child in what they are doing and boost the progress they make.

As more and more devices become available in schools, teachers have greater freedom in how and where they teach too. School wide internet access allows them to bring their class into the library to research and record notes on the Tudors, just as easily as they could ask the children to take pictures of the insects and wildlife they come across while exploring the school playing fields or during a school trip.

But as the Capita survey results reveal, some senior leaders are also starting to realise the power of mobile technology for saving teachers' time.

Freeing teachers to teach

Of those staff who responded to the survey, 56% said that the use of tablet devices was primarily being driven by the school's senior leadership team. This figure suggests that many school leaders are seeing the value of enabling technology to be used more widely across their schools.

Tablets offer school staff a lightweight, highly portable device that allows them to do many of the things they would typically do on a desktop PC. Schools see these devices as a time saver for staff as well as a useful tool in the classroom.

When asked, 28% of respondents said that teachers in their school prepared lesson resources on a tablet and 22%

said staff used them to display work. More than 32% said they used a tablet to access email and deliver lesson content and a quarter said they were recording or tracking their pupils' attendance on them.

Some schools have introduced mobile technology to support a more efficient and effective behaviour and achievement process. Using a tablet, you can quickly award a child a house point on the spot when they have been kind to a classmate who has fallen in the playground, for example. Details can then be shared instantly with the child's teachers – and even sent to their parents in a text message or email.

Making it easier for teachers to tap information straight into the school's computer system has other advantages too. With a school wide view of the time and place where pushing in the corridor tends to occur more frequently, for example, you can make more informed decisions about what steps need to be taken to prevent it.

Much of the information school staff record every day on pupils' attendance, achievement and conduct is crucial to getting more of a 360 degree view of each child. This is important for ensuring the right support is put in place to boost their progress, so giving staff the tools to capture this information quickly and easily makes good sense.

Schools embracing mobile technology

Interestingly, of those respondents to the survey who said their schools had introduced tablets for staff, just over half (52%) were all through schools, 30% were senior and 11% were preparatory schools. It was also an opportunity to ask about how these devices were being introduced.

The survey looked at the adoption of Bring Your Own Device (BYOD) schemes for mobile devices in fee-paying schools. Nearly 70% of respondents said their schools did not have a BYOD policy in place. When asked about the reasons, 14% said they were worried about issues around equal access and 5% said they wanted similar devices to be used

across the school. However, only 10% of respondents indicated that their school had not taken a BYOD route due to concerns about security.

There are a number of points that schools thinking about expanding the use of tablets need to think about. You will want to make sure you have appropriate policies in place for safeguarding young children who will be accessing the internet. It is prudent to compare the different browsing control solutions on the market too.

When considering whether or not devices should be brought in or provided by the school, look at the different options available and factor in all costs – do you need to boost your school's network security? Have you priced up potential replacement or insurance costs? You may need to consider increasing the number of available charging points across the school.

Some schools choose to take the BYOD route as they find it simpler to administer and manage. Others decide to take another route, such as including a tablet in the cost of fees. Every school is different - what is appropriate for one may not meet the needs of another.

It is also important to look at your network infrastructure beforehand to ensure it provides adequate capacity for what could potentially result in a significant increase in internet use across your school. The last thing you want is for a lesson to be interrupted due to a slow or unstable network.

A different kind of school day

The results of the survey back up what I frequently hear from schools – tablets can enrich lessons and offer tools that will engage children in what they are learning. But there is also a real need for mobile solutions to release time for teachers and help them do their jobs.

With the right software loaded, tablets provide a valuable tool that both pupils and teachers can use, inside and outside the classroom. When used well, they can help ensure everyone gets the most out of the school day.

SCHOOLS OUT AT THE WAREHOUSE

BRING THE ROCK FACE
TO YOUR PLACE

warehouse
CLIMBING CENTRE

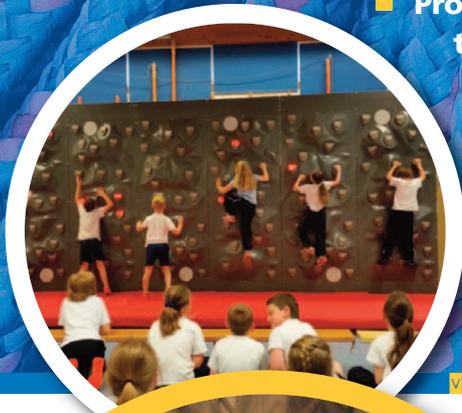
As a physical activity,
climbing is in a class of it's own!

As a non-contact sport that's suitable for individuals or groups of children of all ages and abilities, climbing is an inspiring, engaging and rewarding experience.

- Develops co-ordination & physical agility
- Builds concentration, confidence & self-belief
- Promotes communication, teamwork & discipline

As the largest mobile wall operator in the UK, **The Warehouse** has a range of mobile climbing activities which can become part of your sports education program.

VERTICAL LEARNING



MOBILE WALLS

A range of **Mobile Walls** offering a quick, convenient way to experience the exhilaration of climbing.

- 5.5m high two-person
- 7.3m high four-person

DIGIWALL

The fun interactive **DigiWall** is very simple to operate and offers something completely unique for your sports and activity lessons.

- Interactive lights & sounds
- Various individual or multi-player games
- Training provided or we can supply staff

All staff are DBS checked. £5million public liability insurance and all equipment and transport is included in the price. Hire is available from one day to one month. **We bring the thrill of climbing to venues across the whole of the country throughout the year.**

CAN BE
INSIDE OR
OUTDOORS!
SPACE & HEIGHT
PERMITTING



TO HIRE

or to find out more information, get in touch with us mobileclimbing.co.uk

Email mobile@the-warehouse.co.uk or call us on **0845 375 3285**



PE for the digital age

The Warehouse Climbing Centre share their latest innovation

One of the main goals for sport education programs is to motivate the computer generation to participate in physical activities whilst working and communicating together. The aim is to make activities engaging and suitable for any age, gender or ability, including elements to improve agility, coordination and confidence at the same time. You may think it's an impossible task! However there could be a solution. As a TV gameshow once said, bring on the wall.

As a recreational activity, climbing is physical yet fun and works your mind as well as your body. Climbing is a non-contact sport, suitable for children young and old, building concentration, confidence and self-belief and is great for physical development and agility. Climbing often proves to be an inspiring and engaging activity that children continue to pursue as they grow up. However, real rock faces are difficult to come by and create a number of health and safety issues. The Warehouse Climbing Centre has a variety of mobile climbing activities including a high-tech DigiWall and a range of Mobile Walls. Activities and hire periods can be tailored to your needs and delivered to your door.

The first of its kind in the UK, the DigiWall is a unique fusion of a

climbing wall and game console. It combines a traversing climbing wall with a computer system where your body becomes the game interface, and works through a series of touch-sensitive climbing holds that light up and make sounds. Suitable for ages from KS1 through to adults, interactive games can be played by individuals, pairs or teams. These games can even be adjusted to meet the levels of various physical and mental abilities, and can be as fun and competitive as required. You don't even have to leave the ground if you don't want to, as games can be set up to utilise half of the walls' height. This makes games stimulating for everyone and gives the opportunity for those not comfortable with climbing to get involved.

One school commented "Pupils had opportunities to improve their numeracy, listening and planning skills. DigiWall gave our pupils a unique experience and made them think, adding a new challenge and kept them engaged whilst at the same time keeping them physically active". - Tredegar Comprehensive School (Ysgol Gyrun Tredegar), Blaenau Gwent, Wales

The Warehouse has been at the forefront of climbing innovation for over 20 years and the DigiWall is the latest in a long line of

equipment bringing climbing into the community. Their passion extends beyond their base in Gloucestershire to offer the thrill of climbing to events and venues across the whole of the country and have worked with over 200 different schools and organisations. Warehouse Director, Simon Baldwin, adds "We receive testimonials from schools saying that bringing the climbing experience to their school has helped motivate their pupils and developed both mental and physical skills way beyond anything they had expected."

A Headteacher commented "The uptake from our pupils was magnificent, I've never seen an activity where not one student has sat there saying "I don't want to do this", everyone took part and wanted another go." - Tredegar Comprehensive School (Ysgol Gyrun Tredegar), Blaenau Gwent, Wales

The Mobile Walls and DigiWall can accommodate up to 80 people per hour if queuing, or for more structured sessions they can work with classes of up to 30 pupils at a time and can take around 200 people a day - and that's not including being used during breaktimes or after school - meaning yes, even the teachers can have a go!



Art detectives

By climbing into an evocative 15th century painting, teachers and pupils from Clayesmore Prep School experienced an amazing journey of learning and creation that circled the globe and ended up in The National Gallery

Each year the National Gallery hosts ‘Take One Picture’, a scheme that encourages primary schools from across the UK to take artistic inspiration from one of its paintings. This year’s visual treat was Bartolomé Berjemo’s ‘Saint Michael triumphant over the devil’ - a sumptuous depiction of the eponymous saint wielding his sword over a grotesque little devil. The painting is a beautifully composed snapshot from the Book of Revelation and a vibrant depiction of good versus evil that shows Saint Michael defeating a beastly, yet amusing looking, devil with the Donor Antonio looking on. Clayesmore Prep was so inspired

by the picture that it became a springboard for all kinds of learning across the curriculum. Projects ran throughout the year and culminated in a dedicated arts week with the theme of St. Michael. Year 6 pupils became fully immersed in the painting for a whole term and studied the ancient silk route.

Head of art, Caroline Ritchie, explains why the painting was such an inspiration and how the young artists went about producing such creative work:

“My overriding reaction to the painting was that, alongside it being sacred, it was, both in content and as an object, rare and precious. The

elements that make this so are not just the presence of the archangel, the gold and jewels, but also the representation of human skill in the bejewelled armour, the beautifully woven cloth of St. Michael’s cloak, and the robe of Antonio.

By taking the pupils on a journey to discover how silk cloth was made in that period, thinking about the talent, time, dangers and determination that this would involve, I hoped they would develop an appreciation of those things truly rare and precious.

The children studied the Silk Route. They researched the exchanges of cultural ideas and beliefs. They looked at traditional dress, symbols and





motifs and then, in small groups, created life-sized robes that had hidden meanings in the flow of their patterns.

Silk was a wonderful way to get into the picture. By the end of their project they could trace a journey from a mulberry bush in China all the way into the painting. By using cut paper they could try out many different design ideas with their coloured shapes before committing to one final piece. This gave them a sense of freedom and also encouraged them to compare ideas with others as they discussed the options.

When the painting of Saint Michael was revealed to them they were at once connected to the Donor and Saint Michael. They compared their clothes and were able to have an immediate relationship with the characters and so found the picture easier to decode.”

So when Arts Week came around, the children had a vast amount of background knowledge to draw upon and the celebratory week proved to be a creative carnival, not simply confined to the visual arts. To pique the younger pupils’ interest in the

15th century masterpiece and to give them an understanding of the role of the church during that period, the school headed to Salisbury Cathedral. Here they dressed in medieval costumes, formed a procession down the aisle and took part in a traditional service with an organ recital surrounded by fragrant incense. In fact all their senses were awakened to a time gone by. They also made brass rubbings, created clay gargoyles and hunted for images of St. Michael and symbols of the church.

Science and religious studies merged when the children learnt about a day in the life of a monk. They planted herb gardens and made natural remedies, as well as studying bees in an observational hive. Arts week also included a play devised by the pupils about the three archangels across the religions featuring soundscapes and merry ballads that stemmed from their religious studies work led by Dr. Shirley Bragg.

Soundscapes were a very important entry point into the picture for some of the pupils. Imagining the sounds that would have been made by the

subject matter of the painting and those that may have existed at the time of its creation inspired so many lines of enquiry into the piece. The IT and music department joined forces so that the pupils could invent their own sound interpretation of the picture.

A group of pupils independently choreographed a ballet as a reaction to all that they had heard and learnt about Saint Michael: “We decided to create a dance that told the story of the picture. Using the soundscape gave us a huge number of ideas for movement. There is so much drama in it. Without words we could tell a story of good winning over evil.”

Clayesmore Prep were keen to show the National Gallery just how much Berjemo’s painting had inspired their pupils and so sent them a PowerPoint of their activities. The resident art educators were so impressed that they decided to visit the school to see the results for themselves. And so, earlier this year, two members of the Gallery’s education team dropped by to spend a day chatting with the enthusiastic pupils and examining their artwork.

The National Gallery representatives were captivated by everything they saw and also commented that the pupils had a huge amount contextual knowledge of the topics within the picture (akin to GCSE students they had encountered). They returned to the London with armfuls of testimonials from the children who had to wait a few more months to see if any of their work would be exhibited on the hallowed gallery walls.

Much excitement ensued when the gallery informed Clayesmore that they had been chosen to be one of the few schools to have work shown in the 'Take One Picture' exhibition, saying that there was evidence of deep learning and that the children had real ownership of their work. The highly creative results now on display include intricate robes with hidden meanings (inspired by Saint Michael's robe), digital work based around the three archangels and pattern work inspired by the Silk Route.

The children were fully immersed in the artistic process from that initial spark of inspiration to the creation of the finished piece:

"I was surprised that my curved heart shapes would work so well with my spiky flames shapes. The red and gold seem to make the whole thing glow."

"I loved laying out my strong rainbow colours. I think it really worked because I had a pattern in the colours as well as the shapes."

"My leaf motif came from a beautiful painting I had seen. Each one I cut was slightly different. I liked inventing as I went along and it was not about copying so you could make it all your own."

Pupils also explained how they 'read' the painting and incorporated symbolism into their work.

"Gold represents the importance of the wearer. Blue is blue blood, royalty, importance."

"I liked sneaking in secret messages - the chilli will ward off evil but just looks like a flowery pattern."

During the summer term the young artists visited the National Gallery to see their work on display as well as having a good look at the Bertjemo painting in the flesh. They were suitably impressed: "The actual picture was much larger than I thought and it was more shiny. There was so much gold on it as it was originally in a church and must have glittered in the candlelight. The devil also looked much more menacing."

They were also encouraged to carry on creating thanks to the pride they felt at seeing their work displayed in such

a famous space: "I was really proud to see my work in the gallery and it has inspired me to do more."

Head of Prep, Mr. Dunlop, was equally as proud: "It is a great honour for the school to have been selected to play so prominent a part in the exhibition. I congratulate the children on their achievement and Head of art, Mrs. Ritchie, on her leadership of this amazing project."

The tagline for the exhibition is 'Discover, Imagine, Explore' and that's exactly what Clayesmore Prep pupils did when faced with such an inspirational masterpiece. Gill Hart, Head of education at the National Gallery explains how 'Take One Picture' "exemplifies the importance of the arts in education, and demonstrates the value of providing memorable experiences and creative opportunities for children's learning. By transforming a painting from a two-dimensional object to a three-dimensional experience, you can't fail to look at the painting differently. Our aim is that the pictures will continue to inspire the children throughout their lives."

The teachers and pupils of Clayesmore Prep have truly benefitted from becoming immersed in a painting that sparked off a cross curricular adventure and they cannot wait to step into the next masterpiece...



Looking back and projecting forward - in the prep school world

Mark Peel, historian and former teacher at Fettes College shares his knowledge of the prep school world and the transformation it has undertaken to hold its position in the ever competitive and changing climate

Returning to one's childhood home is an experience tinged with nostalgia, especially when that home was also one's school. Several years ago my brother and I returned to Amesbury School, Hindhead, the prep school my father was headmaster of between 1948-1970, to attend a memorial service for his successor, Dominick Spencer, and what a difference after 40 years! A traditional prep school which catered for 80 boy boarders, aged 8-13, is now an all-day coeducational school for 300 children, aged 2-13. Although the magnificent Lutyens main building still stands at the heart of the school, impressive new facilities have grown up everywhere, although what my father would have made of his beloved kitchen garden being turned into a car park I hesitate to think.

Like all prep schools Amesbury had to change in a harsher, more competitive world. Readers will be aware of how escalating fees and changing social mores has forced many schools into closure or merger. The Kentish resort of Broadstairs, once the proud home

of half-a-dozen prep schools now has only one, Wellesley House, the north-west of England has seen the virtual disappearance of prep schools and in Scotland the number of independent prep schools- those not serving a senior school- is well inside single figures. [Two of those, Clifton Hall and Lathallan now educate right through to 18 and 16 respectively.] At the same time, a number of new prep schools have grown up in and around London, the most spectacular of which are the Thomas's Schools [four prep schools and two kindergartens] now comprising nearly 2,000 pupils and 400 teachers, while in Edinburgh, where 20% of the children are privately educated, schools such as George Watson's Junior School, Edinburgh Academy Junior School and Fettes Prep School are thriving.

Although regional affluence accounts for much of this buoyancy in the prep-school-sector, aggressive marketing and the quality of education have also helped. Boarding schools in particular have learned to be flexible not only over boarding arrangements but also

over the length of their working day to enable hard-pressed parents to drop their children early and collect them late. For this and much more, schools rely on a professional dedicated staff willing to work long hours, not least over the weekend. Finding these people isn't always easy, especially when they are unacquainted with the 24/7 culture of the independent sector. That said, the sector has been strengthened by the greater diversity of staff now in evidence, especially the influx of women to provide a more homely touch.

Although external inspection has added to the work of the staff, most notably the bureaucratic overload, it has undoubtedly contributed to a more caring and congenial environment, the spartan dormitories and repressive discipline having given way to a family atmosphere and greater attention to each and every pupil.

Pupil confidence has been enhanced by the greater opportunities now available to them. Spanking new

classrooms, a variety of teaching aids, better-trained teachers, a more enlightened curriculum and cultural outings have made learning a much more interesting experience. Lavish facilities and the expertise of the drama and music departments [the former never used to exist] have given the arts a real fillip, not least the high-standard plays and concerts which provide so much in the way of individual confidence and collective endeavour.

Sport is no longer simply confined to traditional team games such as cricket and hockey, important though these are, but embrace all types, and the extra-curricular programme is now likely to include field work, outdoor pursuits and charitable giving. [Scottish prep schools offer skiing, piping and Scottish country dancing.] Given the breadth of these activities,

the quality of supervision and the pleasure which most pupils derive from their education, it represents pretty good value for money for those fortunate enough to be able to afford it, especially when set against the cost of child-care and visits to sports centres etc.

One significant change in prep school life has been the greater parental involvement in their children's education. At its best this has brought undoubted benefits when both parties work together in the interests of the child. Given the cost of private education, parents expect value for money and will no longer tolerate shoddy facilities, bad food, lacklustre teaching, personal slights and a general feeling that their child is missing out. All of this is very understandable. The problem arises when these expectations are taken

to excess, a problem rather more endemic in London and the affluent south where greater wealth, especially for those working in the financial sector, has bred a sense of personal entitlement. One London headmaster told me that his school's values of courtesy, humility and unselfishness could no longer be taken for granted and that he had to work hard to convince some parents to conform to the ethos of the common good. It is true that some parents are only responding to the ever-greater entry requirements demanded by the top independent schools, a trend which has led to a manic reliance on external tutors, something that most prep schools discourage. "The really sensible parents understand their children," commented Ben Thomas, the affable head of Thomas's Schools, 'and plan what is right for them rather

Given its ability to move with the times without sacrificing its essential ethos, I have every confidence that the sector will continue to prosper in future



Eddie Redmayne has attributed much of his success to his drama teacher at Eton, Simon Dormandy; similarly Benedict and Laurence Fox to Martin Tyrell at Harrow

than turn them into something they are not.”

Those seeking a less pressurising environment can opt for prep schools away from the city centres where a more relaxed, intimate atmosphere invariably prevails. Here, there is more time to kick a ball around, enjoy a hike in the hills and receive dollops of individual attention. One such school is Belhaven Hill, Dunbar, where I was fortunate enough to judge their public speaking competition a few years back. While struck by the poise and self-confidence of the participants, what really impressed me was the general tenor of old-fashioned courtesy that permeated the school, a trait I had detected in the Belhaven pupils that had gravitated to Fettes.

Another school cut from the same cloth as Belhaven is Mowden Hall School, near Corbridge, whose carol service I attended and whose pupils acted as admirable hosts to the visitors in the congregation. In an era when an emphasis on politeness and respect for others isn't always fashionable - note the decline in sporting etiquette among some independent schools at secondary level, not least among some coaches and parents - it is encouraging to see these values given pride of place. And it isn't simply about keeping teachers

happy or burnishing the image of the school, as I used to remind my pupils at Fettes, it is also about self-interest, since those who are nice to others will invariably be reciprocated in kind.

So as parents and their children prepare for their move up to senior school what do they have to look forward to? The answer is a great deal. Over the last several decades, the quality of governance, facilities, teaching, coaching and pastoral care in the independent sector has touched unprecedented heights. Particularly striking has been the advances in academic attainment. Schools such as Cranleigh, Uppingham, Clifton, Repton and Wellington were languishing down the league tables when they first appeared in the early 1990s, with approximately 45% of their pupils gaining A/B grades. Now these schools consistently average around 85% A/B and in some cases higher. It is fashionable for heads to denigrate league tables, often for good reasons, but name me a head who in private hasn't admitted to the galvanising effect they have had in helping to raise standards.

Sport has always enjoyed a high profile in the independent sector and never more so than now with professional coaches, top-flight facilities and sports scholarships

[which haven't always been used to good effect]. While the elite athletes among the student body now see a School First Eleven as the passport to better things - note the independent sector's significant contribution to professional rugby and cricket or to Team GB in the Olympics - lesser mortals can represent the school in a variety of sports and at many different levels.

Culturally, the last few years has been a golden era for the privately educated stars of the stage and screen. Of course the facilities and connections have played their part but so has the immense dedication of the staff and pupils. Eddie Redmayne has attributed much of his success to his drama teacher at Eton, Simon Dormandy; similarly Benedict Cumberbatch and Laurence Fox to Martin Tyrrell at Harrow and Dan Stevens to Jonathan Smith and Lawrence Thornbury at Tonbridge.

With schools fully aware of the competitive world outside, there will be no resting on their laurels as they strive for even greater success. At the same time it must be admitted that this success has come at a price. A quadrupling in fees in real terms over the last 25 years has priced many of the middle class out of the market. Consequently many schools



outside the affluent south have really struggled to make ends meet. While some ancient establishments such as St Bees have been forced to close, others such as Liverpool College, Bradford Girls' Grammar School and Colston's Girls' School have joined the state sector either as academies or as free schools.

Although there is a growing concern of the danger posed by these escalating fees, the problem hasn't been properly addressed. Education has always been labour-intensive, but would the great increase in staff-teaching and non-teaching alike- and the surge in promoted posts have been tolerated in other businesses? A more cost-conscious type of bursar now in residence may have something to say about this.

A second conundrum relates to the academic success of the independent sector. At a time when governments past and present have encouraged more students into higher education and universities have been told to widen their social intake, the continued domination of Oxbridge entry and to other elite universities by the privately educated has raised concern in high places. Hence the establishment of an access regulator by the last Labour government to promote greater social mobility,

and while there is little evidence of systematic discrimination against the independent sector by admissions tutors so far, this could change in future.

The final conundrum relates to the previous one. The election of an Old Etonian prime minister in 2010 alongside an Old Etonian Mayor of London, and, subsequently an Old Etonian Archbishop of Canterbury, has further highlighted the stagnation of social mobility. Labour raised the question of charitable status and although the Charity Tribunal curbed the power of the charity regulator, stating it was up to school governors rather than regulator to decide how to meet their obligations towards the poor, the potential for further trouble looms, especially in Scotland where the political establishment is less favourable to private education.

The row over charitable status did force the independent sector to reconsider its communal responsibilities, particularly with regard to local state schools, leading to more productive local partnerships, but with the gap between the two sectors as wide as ever more could be demanded of the independent sector to help heal the breach. Such a challenge should be seen as an opportunity because although

the independent sector guards its independence zealously, paradoxically, much of its success in recent decades has been in response to external pressure: the threat of abolition, charitable status, league tables, the Children Act and inspection. Given its ability to move with the times without sacrificing its essential ethos, I have every confidence that the sector will continue to prosper in future.

Mark's latest book *The New Meritocracy – A History of UK independent Schools 1979-2015* is available now www.markpeel.co.uk



The rugby football museum

Paul Jackson, the curator of the Rugby Football Museum, extends a warm welcome to schools who wish to visit during the World Cup

The building in which the Webb Ellis Rugby Football Museum in Rugby is housed, is itself, steeped in the origins of the game. It was here that the first balls were made for the boys at Rugby School, once William Webb Ellis had picked the ball up and 'with complete disregard for the laws of the game' in 1823, run with it on the most famous piece of ground connected with the game, the Close. Located adjacent to the School and the Close –and certainly within range of a Leigh Halfpenny conversion–the balls were carried from the leather stitching shop across the road to be passed, caught and kicked by the boys as they practised their new form of 'muscular Christianity.'

As the game evolved, so did the ball–and the museum tracks its development from the iconic oval shape based on a pig's bladder (yes, there are bladders on show) to the intricate stitching of the leather panels to the aerodynamic and grip technologies embedded in the modern ball. In its heyday, thousands of balls were being hand made by teams of stitchers before being sent to every corner of the British Empire and beyond. Fortunately, the techniques of this very labour intensive manufacturing process have been handed down the years–and today, visitors to the museum can see the 'stitcher at work' as he uses the original stool, tools, skills and materials to complete what is actually an object of both beauty and heritage.

The Museum not only tracks the development of the ball but also the game – and the new publication 'Webb Ellis to World Cup' by David Ray, the former master in charge of Rugby at Rugby School and a distinguished Historian, is the perfect accompaniment to the time line of the game and the extraordinary amount of Memorabilia within the museum.

Paintings and engravings, photographs and films all document the growth of the game of 'rugger' from its place of origin to a global sport. From original 'honours' caps worn by the schoolboys to the shirts of our current 'internationals', the collection is both educational and fascinating. Previous visits to the museum by both famous touring sides and individuals are on display as is the section on the growth and successful development of the womens' game.

Club, school and university ties adorn the walls, original and unique pieces such as the original Webb Ellis World Cup are to be found in the cabinets and the life of William Webb Ellis is just one of the many themes found beyond the original Georgian frontage of the 'ball makers' shop.

It was not only the game and the ball that had its origins in Rugby. The tradition of the honours cap with its braided tassel and embroidered velvet, which is now used by many sports as an accolade to the gifted and talented,

had its origins at the School.

1839 was a significant date in the timeline of Rugby Football for this particularly iconic aspect of the game because this was when the players first sported the velvet cap for the visit of Queen Adelaide to the Close. There are some excellent examples of the caps in the Museum – and based on these, replicas involving 25 individual components can be assembled using traditional materials and stitching and can be made to order for schools, universities and clubs. Players from both prep and senior schools who represent the Lambs – the Independent Schools, Rugby Football Club – are the latest group to receive a cap. Individual school orders can be discussed with the 1839 Company via chris.the1839company@gmail.com

Inevitably, the collections continue to grow but the Museum is particularly honoured to have been chosen as the official home of the most iconic and international Rugby Club in the world, the Barbarians. The Baa Baas celebrate their 125th anniversary this year and memorabilia is coming in from all quarters. Preparations to tell the Barbarian story are well under way and the museum will hope to have the exhibition in place as soon as possible.

For further information contact Paul at eajackson22@hotmail.com.

Entry to the museum is free.



The power pass

As part of my role as curator of the Webb Ellis Rugby Football Museum in Rugby, I have been working closely with Wooden Spoon, the charity which was created when England came last in the home nations championships in 1983. This superb organisation has raised over £22 million since then for disabled and disadvantaged children and a couple of years ago, Stefan de Bruin, master in charge of Rugby at Bilton Grange came up with a super idea to swell the charity's coffers. Bilton pupils were asked to pass the ball between themselves for 15 minutes and were sponsored for the numbers of passes recorded in the time.

Wonderfully simple and successful. I asked Stefan if I could run with the idea for all IAPS schools and I am delighted to say that David Hanson has backed the initiative with the result that IAPS schools have been invited to join in 'The Power Pass' on Wednesday 23rd September during the 2015 Rugby World Cup. Wooden Spoon and IAPS selected charities will be the beneficiaries. Schools have been invited to be as inventive as they wish with the actual passing process and the most creative ideas will be rewarded with a signed copy of a new publication entitled 'Webb Ellis to World Cup' edited by David Ray MBE who ran the Rugby at Rugby School for many years and is a world authority on the game.

If this all sounds an exciting event, do feel free to join in. Any charity will be happy to receive the proceeds - but I know Wooden Spoon certainly will and details can be obtained from their website. At the same time, if you want to send me details of your creativity, do forward your ideas/photographs to eajackson22@hotmail.com - and David Ray and I will be happy to reward the most inventive with copies of the book.



Why navigation should be taught in schools

Roger Mckinlay, President of the Royal Institute of Navigation argues that navigation has a key place in education

Almost all my contemporaries when I was a child knew how to use a compass and read a map. The same cannot be said of most young people today, for whom navigation is at best the app on their smartphone, not a learned skill exciting to apply and of significance in their lives. Few children are encouraged to take an interest outside of awards scheme. This is a loss to them, education and to society and the wider economy.

A reliance on global positioning system satellites to get us around has made course setting by instrument and calculation seem redundant, as some sort of heritage talent with no particular relevance in an age of Google maps and smartphones.

Nothing could be further from the truth. Schools need to rediscover their enthusiasm for teaching navigation; to understand it as the sum of sciences that have never been more relevant to our world and prospects, or more exciting as engines of progress. The knowledge that makes navigation possible builds confidence and opens up complex fields of learning. It does so in accessible ways that are otherwise often now left to software to explain or, as is usually the case, completely ignore.

Prep Schools have an important part to play in a resurgence of this learning, not least because they traditionally always placed a high value on navigation, building relevant

activities into their always wide curricula. Aside from its practical use, navigation was recognised as a way to encourage independent thought based on calculation and self-reliance.

Generations of leaders, scientists, pilots, sailors, engineers and scientists first discovered their abilities and enthusiasms thanks to navigation exercises both in and out of prep school. But even here I fear that navigation is fading quietly away, squeezed out and excused as somehow not worth the effort of fitting into a crowded term because computers can do the job (but actually, only sometimes).

Yet teaching young people how to get from A to B via C without software is about far more than making a journey. It will equip them for life, stimulate abilities that might otherwise lay dormant, and encourage a spirit of enquiry whatever professional future they choose. My concern is that schools have become sedated by software and the idea of an iPad-in-every-classroom solving complex education needs and developing character. The energy and thrills of working outdoors with instruments, acquiring physical knowledge, understanding topography and taking readings to achieve a goal is disappearing.

There seems to be a view that Information Technology (IT) is what needs to be prioritised, an end in itself

as the fountain of all knowledge. This is despite clear signs that children, in fact, take to it quite easily and rarely need the intensity of teaching effort it attracts. That ability is hardly surprising. The whole dynamic of software development over the past 30 years has been for ever easier use, to produce results with a minimum number of key strokes. The problem with ease of use is that it essentially presents no conceptual challenges, the brain is left largely inert whilst calculations are made electronically, by a software 'brain' without the intellectual elasticity of its human creator to make connections and judgements. It offers no need to draw upon spherical trigonometry or simply understanding angles. It does not encourage visualisation; the mind and the mind's eye working in harmony.

Whilst it is excellent to see projects like Raspberry Pi in schools, as the ability to understand basic computer science is vital, software does not produce all the answers to our technical challenges, only some of them. It does not develop any understanding of physical properties.

Navigation offers schools the chance, for instance, to teach how sensors measure acceleration so accurately that an aircraft can cross the Atlantic and know its position to within a quarter of a mile, just from accurately sensing its own motion through space. Students need to be equipped

with this fundamental science, not just computers, to develop the next 'great thing' whether in their own immediate lives, or later in the workplace.

Because nobody knows what the next innovation will be, first principles must be more than taught as the basic tools of intelligent technical discovery. They must be made to seem relevant, and nothing is more suited to doing that for a young mind than navigation with its challenging, fun outdoors focus and practical applications.

The basics of science, maths and engineering all coalesce around the task of reaching a destination out of sight, and students hardly feel the intellectual pain! Navigation is both a skill and an insight into how technological developments transform the way we live. It teaches how to make a decision based on factual data and variables, which we know as judgement. Computers do not make a judgement, they carry out a task, or at best rely on programmable probability theory.

Above all, navigation involves maths, which is often a hard subject to get out of the classroom. As with so many aspects of mathematics, navigation is a great way to train the mind, to foster a real understanding of measurement, accuracy and resolution. Other education benefits include the ability to gauge angles and distances. Once these are understood the scope for setting practical activities is limitless.

Navigation really is as much about judgement as scientific absolutes. It fosters a valuable 'professional scepticism' grounded in the confidence to make decisions that scientific knowledge brings. Most jobs involve dealing with conflicting information or looking for information within data; navigation teaches a person

about accuracy and errors. The words 'do I really believe that?' are always on the lips of navigators. Even to use global positioning systems well, you have to know what not to believe. For example, car drivers routinely assume their satellite navigation system will find the best route for a journey. It might, but it might not. It actually finds *a* route. It is still best to find one yourself and programme that into the device.

There is no need to wonder where the course work will come from. Some of our greatest, most inspiring achievements owe a debt to navigation, past and current. The lunar landings are perhaps the greatest example of our ability to chart our way. Working out how to launch a spacecraft and then kick it out of the earth orbit to the moon was an extraordinary achievement. But the maths involved is well within the capability of schoolchildren.

There is a great story to tell of human development, about the raw observation of the natural world and the motion of the celestial bodies, which was all the Vikings and other great seafarers had more than a thousand years. It starts with a compass and moves to satellite navigation and sensors sharp enough to detect the rotation of the earth. And it was all driven by trade and commerce, just as developments are today.

In short, navigation covers a broader spectrum of mathematics and physics than computer coding. The journey of learning involves applied mathematics, spherical trigonometry and map projections. For some, it will be discovering the engineering of instruments and sensors to improve accuracy.

The danger of relying on software to resolve problems is that we become used to being users of

technology rather than creators of it. It goes without saying, of course, that businesses understand the significance of navigation. A recent conference organised by the Royal Institute of Navigation attracted a very senior executive from Google to travel from California to speak. Anyone who doubts the value being put on knowing where people are via their mobile phones, the flipside of helping them get there, only had to listen to him outline the commercial significance such information has to all sorts of businesses, supermarkets for example.

For our children to compete and innovate in a global world market, especially as education standards rise in developing nations, education has to be rooted in scientific fundamentals, not merely in teaching how to operate systems where wisdom is already planted. Navigation is all about those fundamentals. It is also utterly unlike the world of software, which thrives on instant gratification and simulation, which games life in an artificial environment. Just as a pilot who learns from a simulator has to be allowed to fly a real plane to be truly qualified, an inquiring mind must apply science to tasks to begin to understand the potential of that learning.

In other words, education has to go outside and let students experience real things, something perfectly suited to navigation. Technological innovation does not rain down from the sky, but follows from understanding the fundamentals. Knowing where we are and being able to find our way somewhere is a basic human need. It is about how we measure, describe and record our very existence. And it can all start with a compass at school.

Courses and events

Courses and events

12 October	Moving on to Senior Leadership	London
15 October	History: Moving forward with the new curriculum	London
5 November	Phonics and Spelling	London
5 November	Whole school teaching and learning	London
26 November	Geography: confident teaching	London
27 November	Outstanding Modern Foreign Languages, above and beyond the Curriculum	London
27 November	Emotional Health and Resilience	London
10 January	Moving to Pastoral Leadership	London
11 January	Maths and the new curriculum	London
14 January	YFS and KS2 Reading: Shared and Guided	London
18 January	Lesson Observation and Performance Management	London
29 January	Mindfulness and Wellbeing Conference	Dorset



A French immersion trip with Common Entrance at its heart

Maison Claire Fontaine is a French language and activity trip operator based in the beautiful Burgundian countryside. We specialise in the provision of tailored services for English prep schools.



- ★ Exclusive use of our centre for your stay.
- ★ A week personally tailored to the needs of your school including schemes of work and lesson plans.
- ★ Unique opportunities to develop confident speaking skills in real life situations.
- ★ All lessons and activities led by highly qualified French native bilingual speakers.



Please visit our website : www.maisonclairefontaine.com or contact the owner Alex at info@maisonclairefontaine.com

holroyd howe
feeding independent minds
0118 935 6707

Creating

BEAUTIFUL FOOD

exclusively for INDEPENDENT SCHOOLS

Officers

Chairman	Lisa Newbould chair@satips.com	Finance Director	Christine Bilton chris.bilton@btinternet.com
Vice Presidents	Trevor Mulryne and Richard Tovey	Course Director	Sarah Kirby-Smith sarahlks@gmail.com
General Secretary	Alec Synge a.synge@btinternet.com	Education Director	Paul Jackson eajackson22@hotmail.com

Members of Council

Jo Coventry (jocoventry@orwellpark.co.uk)	David Kendall
Simon Marsden (marsdensi@heathmount.org)	Brenda Marshall
Emma Goodbourn (nedgoodbourn@yahoo.co.uk)	Mark Middleton
Nick Armitage (nickandpollyarmitage@hotmail.com)	Mervyn Watch
Jason Hyatt	

SATIPS Broadsheet editors

Art	Jan Miller, Moreton Hall (miller.j@moretonhall.com)
Classics	Tim Peters, Lancing College Prep School (tpeters@lancingprep.co.uk)
Design Technology	Gary Brown, The Chorister School (bearparkhedley@yahoo.co.uk)
	Mark Tovey, Bilton Grange (MGT@biltongrange.co.uk)
Drama	Kirsty Savage, St Helen's College, Hillingdon Parkway (ksavage@sthelenscollege.com)
English	Claire Bentley, Culford, (CB@culford.co.uk)
Geography	Andrew Lee, Sussex House School (al@sussexhouseschool.co.uk)
History	Matthew Howorth, Twickenham Prep (mhoworth@twickenhamprep.co.uk)
ICT	Patrick Florance, Hallfield School (pflorance@hallfieldschool.co.uk)
Mathematics	Matthew Reames (mreames@gmail.com)
Modern Foreign Languages	Richard Smith (tricks6543@gmail.com)
Music	Tim Frost, The Junior King's School (tfrost@junior-kings.co.uk)
Nursery & Pre-Prep	Tina Kitaruth, Cheam School (kitarutht@cheamschool.co.uk)
	Rachel Davey (rachel.davey10@googlemail.com)
Physical Education & Games	Liz Myres (liz.myres@scholarly.com)
PSHE/RE	Alec Synge, St Ronan's (a.synge@btinternet.com)
Science	Timothy Fry (tnFry@me.com)
Special Needs/Learning Development	Sue Stafford, Monkton Prep School (sstafford@monktonprep.org.uk)
Years 3 & 4	Mark Philpott, The Elms, Trent College (markypotts1@yahoo.co.uk)

Hit 'send' and collect your P45!

Dear Mr and Mrs Payne,

Thank you for your email concerning this term's clubs. It is always a delight to the office team to see your name appear in the inbox.

I am so sorry that Isaac has not received the club selection that you hoped for. Unfortunately the staff can only offer one club each per term and for certain clubs there is always more demand than we can meet. We have though managed to offer Isaac five clubs a week to ensure that you can minimise the time that you have to spend with your indulged and precocious offspring.

Scuba diving was never really going to be an option as Isaac can't swim. We do mention this, in bold, on the booking form. Whilst the idea of weighting him down with oxygen tanks and throwing him into the deep end of the pool may appeal to some members of the staff team our caring nature and professional code of conduct sadly prevents us from doing so.

Cookery club was also a problem as Isaac's medical form states that he is allergic to eggs, milk, wheat, chocolate, all kinds of nuts, colours, preservatives, strawberries, kiwi fruit, potatoes, tomatoes and Mrs Bunn, the catering manager, who runs the club. Apparently she is also allergic to him.

Whilst pottery club may have seemed like a good choice the unfortunate incident last term with the clay tools means that Mrs Wedgewood was a little reluctant to have him on board. The scars are lessening and the tendon damage caused by the impaling is healing but Mrs W is still rather nervous around Isaac.

Pet club was also never really going to be a good option as Isaac is, according to his medical form, also allergic to all animals, including gold fish. We also know that his penchant for kleptomania resulted in the unfortunate incident with the hamster he asphyxiated in his trouser pocket last term. Desperately sad all round.

So, in conjunction with the staff team we have decided that homework club is the best option for Isaac, which is being run this term by our newly recruited deputy head, Mr Major. Mr Major is not from a teaching background but his tours of duty with the SAS have prepared him fully for the role and he is relishing the opportunity to work with Isaac. He is also offering a course on parenting to selected parents, Mr and Mrs Payne...

Miss. E. Doff

Engage your teachers, pupils, parents and administrators with our fully integrated management information and accounts system, hosted locally, or in the cloud



doublefirst.com
01935 40 30 20

engage 
by double first

dedicated to
independent schools since 1987



call: 01452 859624

email: info@cjmsoftware.co.uk

web: www.cjmsoftware.co.uk



SchoolManager

FLEXIBLE, FUNCTIONAL, ADAPTABLE.

- ▶ The **Powerful** School Management System
- ▶ **Customised** to reflect your methods and terminology
- ▶ Developed specifically for **Prep Schools**
- ▶ **Modular** design that adapts with your school growth
- ▶ Compatible with **mobile** devices
- ▶ Full **web access** of data when and where you need it.

Book a demonstration now
call **01452 859624**



Tiger Timetabling

BUILD AND PUBLISH ONLINE

- ▶ The **essential** tool for building school timetables
- ▶ **Optimised** lesson positioning and moving
- ▶ **Intuitive** drag and drop interface
- ▶ **Combine** fixed and floating start times and durations
- ▶ Automatic detection of conflicts and clashes with complete **control** over outcomes
- ▶ **Publish** your timetable online
- ▶ Extensive password **protection**.

