

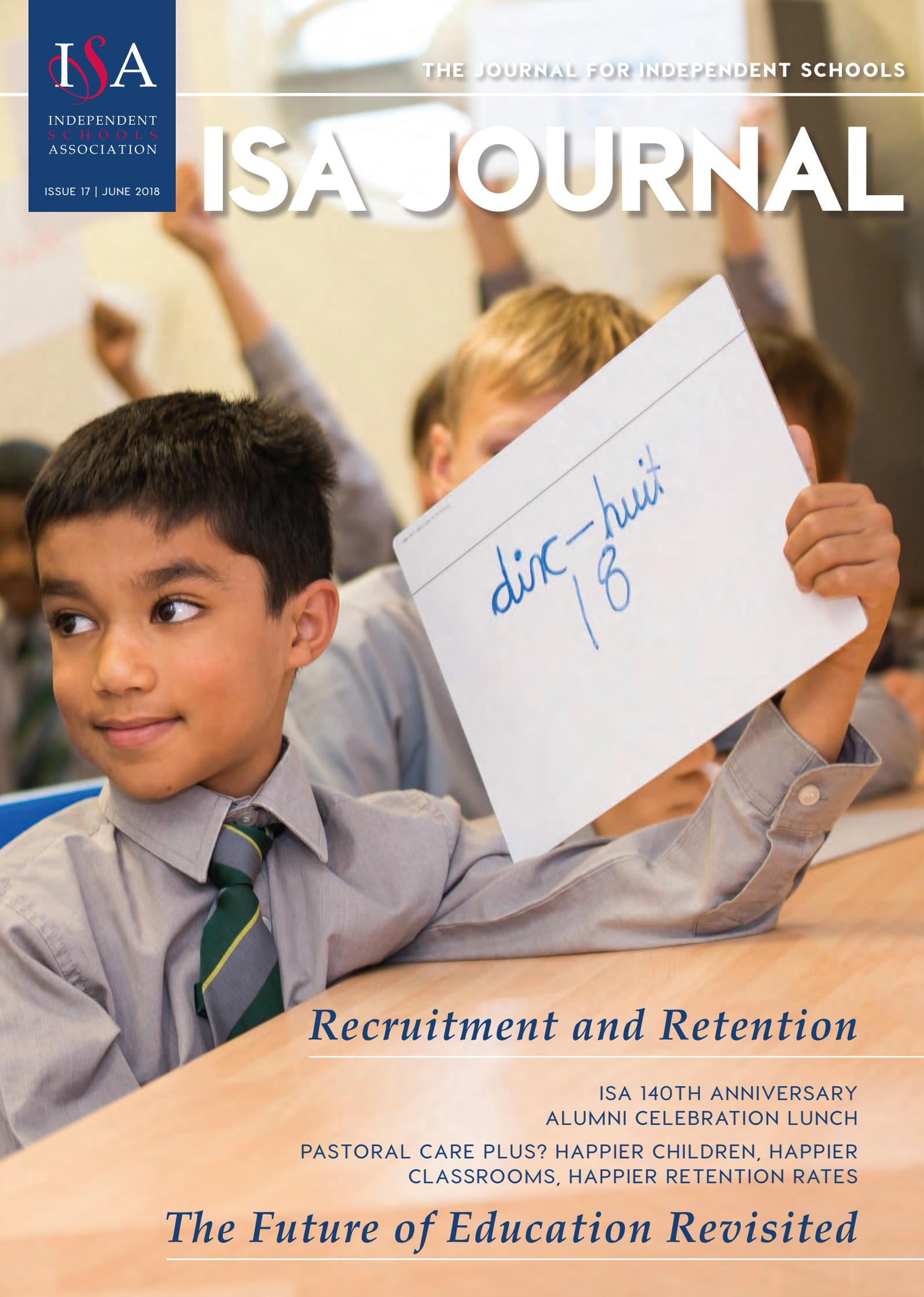
ISA

INDEPENDENT
SCHOOLS
ASSOCIATION

ISSUE 17 | JUNE 2018

THE JOURNAL FOR INDEPENDENT SCHOOLS

ISA JOURNAL

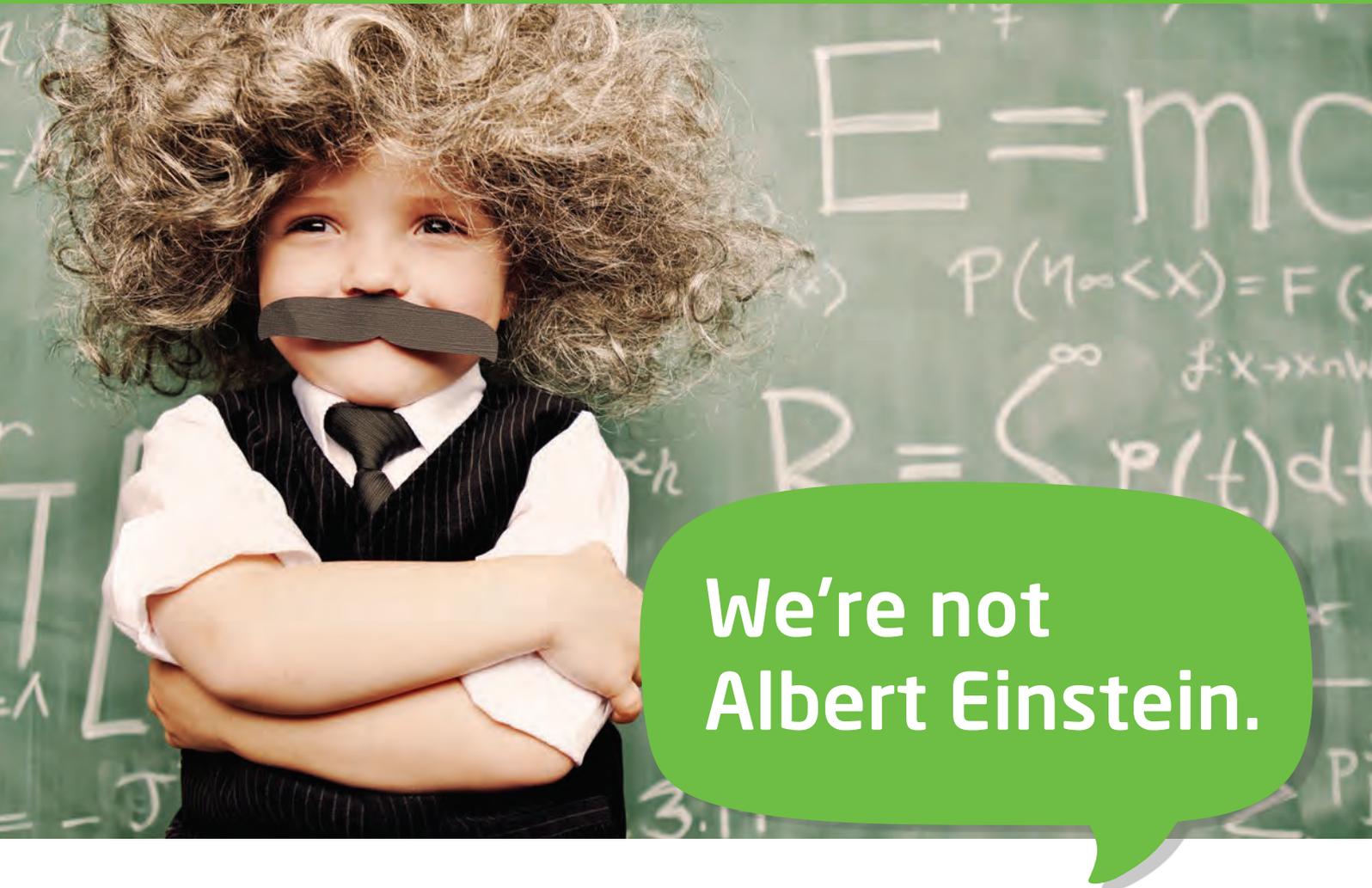


Recruitment and Retention

ISA 140TH ANNIVERSARY
ALUMNI CELEBRATION LUNCH

PASTORAL CARE PLUS? HAPPIER CHILDREN, HAPPIER
CLASSROOMS, HAPPIER RETENTION RATES

The Future of Education Revisited



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Drop us a line as we'd love to tell you more about what we do and how we can help you out!

Welcome

FROM THE CEO

Neil Roskilly

The most precious aspect of a first-rate corporate culture is not high-tech but high-touch

One of the most important things ISA did back in 2010 was to try to uncover why we existed. It was rather inspired by a chance conversation at my first annual conference informal bar meeting where a Member asked me why I wanted to come out of headship for such a “dead-end job”. At that time ISA had been going for around 130 years but it wasn’t clear what it did – no one, on the staff at ISA, directors or Members, could really say. I must admit that previously as an ISA Member myself I could not have answered the question with confidence.

I’ve never put much store in the value of badges or labels. They’re often misleading and raise more questions, not that many really have the time or inclination to answer them. Why would a school pay thousands each year for a membership badge (and just to avoid Ofsted isn’t a great answer)? Of course, it comes down to shared values – in the case of ISA the fellowship and support for Members enshrined in our articles and lived on a day-to-day basis by all staff at ISA HQ. The best organisations are driven by a clear set of values that drives the work of everyone.

Good schools are no different, of course, and that’s why you’ll see the theme of values permeating this issue of the ISA Journal. Nilesh Manani from Swaminarayan reminds us how each teacher’s values underpin

and strengthen the vital relationship between pupils and staff. Paul Bevis, a regular ISA trainer, asks if an AI assistant can add value to our work without compromising our values (better ask Siri), while David Price and Valerie Hannon continue our theme of the challenges facing education if it is to be fit for the future, and whether the usual questions of, “what should be taught?” and “how should we teach it?” are holding us back. On a practical note, the question that both Natalie Costa and Dai Preston asks, on how we attract and retain the best teachers to our schools, is the one that challenges us all.

Finally, I can only apologise for the lack of editorial control in this issue. To allow Peter Woodroffe’s description of a “keen young CEO” in his overview of our growth to go unchallenged is unforgivable.

NEIL ROSKILLY, ISA CEO



WRITE FOR THE ISA JOURNAL

ISA Members want to hear about best practice in any area. Send a brief outline or topic to journal@isaschools.org.uk.

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ISA 140TH
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COUNT? IT'S
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2018 - START
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School news

FROM THE ISA



An AmaSing Performance from Abbey Gate College's Pupils

(ISA North)

On 14 March, a group of 'AmaSing' singers from Abbey Gate College Infant and Junior School performed at Chester's brand new theatre, Storyhouse, in a massed choir from of over 25 local schools.

Seven months of preparation, learning lyrics and dance moves were finally over, and the day had arrived for pupils to show parents and friends their musical skills and talents!

The event organised by new community interest company, AmaSing took place over three days and involved more than 1000 children performing a selection of songs, some of which were specially written for the choir by Matt Baker and Andrew Smith.



SCHOOL NEWS

If you want to share with us some exciting news about your school, please send your brief write-up for consideration for inclusion on our website and/or in the Journal to marie-ange.moncuy@isaschools.org.uk, please don't forget to include high resolution pictures.

Science Week inspires LVS Ascot students to take action on plastic pollution

(ISA London West)

Students' eyes were opened wide to the damage being done to the environment at LVS Ascot's Science Week from Monday 12 – Friday 16 March. The independent all-ability school inspired students with a range of high-profile visitors to demonstrate the importance of tackling plastic pollution, and integrated the content across a range of other subjects.

From Reception Class to Year 13, students enjoyed a programme of events including presentations from Sky Ocean Rescue, civil engineering company Costain, Shorts Recycling and Ecover. Sky Ocean Rescue hosted a workshop where Year 7 to 9 students devised innovations to tackle plastic ocean waste. The lucky students will now visit Sky to film pitches for their ideas, and all students watched a screening of the thought-provoking Sky Ocean Rescue documentary, 'A Plastic Whale' in the LVS Ascot theatre.

LVS Ascot's innovative approach to Science Week involved integrating related cross-curricular activities into other subjects and lessons. From English to Geography, Languages to Maths, students looked at plastics from every angle, discovering the many fantastic uses and examples of plastics available. Activities included the launch of a reusable container initiative in food technology lessons, making pinhole cameras from single use plastic items in art and photography and looking at ethical and philosophical issues around plastic use in Philosophy.



very own expedition level base camp, pupils cut and shaped ice blocks, created their own cooking area, and learned how to strategically arrange tents to avoid harsh winds.

Before heading on the excursion, students spent a weekend learning emergency first aid and preparing for search and rescue scenarios.

"Again, our students were captivated by this once-in-a-lifetime experience," said Tim Laker, school bursar and operations manager. "It's inspiring to see pupils flourish outside of their comfort zones and learning how to survive and thrive in extreme conditions prepares them well for life in England too."

"A trip like this really goes beyond academic learning to develop people in all sorts of ways – improving self-confidence, teamwork skills, and reinforcing the importance of perseverance."

LOGS Students survive and thrive in the winter wilderness (ISA London South)

Sledding with husky dogs, building snow caves, and fishing through ice holes were just some of the skills mastered by Lewes Old Grammar School (LOGS) pupils on their latest school expedition.

Nine students in Year 10 embarked on an experience to Finland in February for a survival skills course on the frozen River Tornio and into the surrounding tundra.

Organised by Really Wild Education, the trip saw pupils embrace the hostile elements as they skied and snow-shoed across the ice. Tasked with building their

Malvern St James footballers are county champions (ISA Midlands)

Malvern St James Girls' School overcame rain and the bitter cold to become English Schools Football Association Under 11 Girls' County Champions after winning the Worcestershire tournament held at South Bromsgrove High School on 13 February.



Ian Fry, Prep teacher and teacher in charge of football at Malvern St James, said:

"This is a fantastic achievement for our girls. They have worked so hard and thoroughly deserved their success at the district competition. The quality of

the opposition was obviously higher at the county event, but the girls again deservedly came out on top. To represent Worcestershire at the Midlands Regional Finals is a huge honour and will be a fantastic challenge for us and a great experience for the girls. The progress the

girls have made since the beginning of the year has been phenomenal. There is certainly work to be done on improving further before the regional competition, but I know the girls will be up for the challenge. I could not be more proud of all my team."

ISA Awards Winners

2017

Our last issue featured many of last year's winners. Here we complete our review highlighting Beech Hall School and Burton Hathow's winning entries.

ISA Award for Excellence and Innovation in Partnerships: Beech Hall School

Beech Hall School was awarded the ISA Award for Excellence in Innovation in Partnerships in recognition of the school's local partnerships.

Beech Hall School works closely with Park Lane School, a specialist school for communication and interaction. The link sees both schools work collaboratively to provide pupils with multiple opportunities not necessarily available in their own schools. Other partnerships include working

with the local brass band group, a local football group and supporting charitable causes in the school's own community.

Beech Hall School Headmaster James Allen commented, "We were delighted to win the ISA Award for Excellence and Innovation in Partnerships. Engagement and partnerships with the local community are essential as Beech Hall shares its resources and facilities, enabling others to take advantage of all that is on offer."



Congratulations to Burton Hathow School for the ISA Award for Excellence in Performing Arts



Burton Hathow were delighted to scoop the Award for Excellence in Performing Arts at the National ISA awards— especially since compared to many schools it is still very much in infancy; just five years old in January! "We pride ourselves on opportunity and equality for all of our pupils and encourage participation in public performances for children of all ages and stages. We are astutely aware of the extent to which this instills confidence and social awareness; skills that will be invaluable to our pupils as they move towards adulthood."

The performing arts programme evolves and adapts each year depending on the cohort of pupils. The practitioners leading the programme create performance opportunities that mirror the abilities and interests of the pupils, allowing them to reach their true performance potential. Pupils are graded in formal examinations for music, drama and dance and participate in numerous national festivals and projects. They work in professional theatres, in the local community and in their own school hall. Diversity and adaptability is key!

ISA Awards

2018

ISA Members are invited to enter the ISA Awards 2018, an annual event that celebrates success in our Members' schools and recognises the breadth of quality and provision in independent education across the country. An ISA Award can be used as a badge of quality in your school, online and via your marketing platforms. ISA will also assist in nationally publicising your achievements.

REASONS TO ENTER:

- Recognition of the Association and independent sector for your school's achievements
- Celebrate your success at the Awards Ceremony
- Promote the high quality of your provision both to existing and prospective parents, and the wider community
- Get featured in national and local publicity for your achievements
- Help to share your school's best practice



ISA Early Years Award for Excellence and Innovation in Provision

ISA Junior/Prep School Award for Academic Excellence and Innovation

ISA Senior School Award for Academic Excellence and Innovation

ISA Award for Outstanding Sport (Small School – 1 class per year group)

ISA Award for Outstanding Sport (Large School – more than 1 class per year group)

ISA Award for Excellence and Innovation in the Performing Arts

ISA Award for Excellence and Innovation in the Fine Arts

ISA Award for Innovation in STEM

ISA Award for Excellence and Innovation in Mental Health and Wellbeing

ISA Award for Excellence and Innovation in Partnerships

ISA Award for Outstanding Contribution for International Understanding – **New for 2018**

ISA Award for Outstanding Provision for Learning Support – **New for 2018**

ISA Award for Excellence in Extra-Curricular Activities

ISA Award for Outstanding Engagement with Parents

Shortlisted schools are announced in the Autumn Term, and the winners are revealed at our prestigious Awards Ceremony at the Autumn Study Conference in November, which is hosted by an entertaining celebrity.

See more information on how to enter at www.isaschools.org.uk/isa-awards

@isaschools #ISAAwards2018 @isaschoolsCEO

DEADLINE FOR ENTRIES
20 JULY 2018

ISA 140th Anniversary

ALUMNI CELEBRATION LUNCH

On 23 March 2018, ISA alumni gathered in the Shelburne Room at London's Lansdowne Club for a celebratory lunch, hosted by Lord Lexden, ISA President and Alex Gear, ISA Chair. It was a wonderful occasion and below are a selection of photographs and comments from the day.

"All those who spoke reflected what ISA stands for and it is clear that the Association is in extremely good health and long may it continue."



"We look forward to the next one with great anticipation!"



"We all had a wonderful time together and the ISA Team once again pulled off a major triumph. Every picture tells a story. A very happy memory filled story."



"The idea to hold Friday's lunch was an inspired one."



"It was a lovely occasion with great company, delicious food and splendid hospitality."



"Thank you very much indeed for organising such an excellent lunch on Friday. The food was superb, one of the best meals I have had at such an occasion."

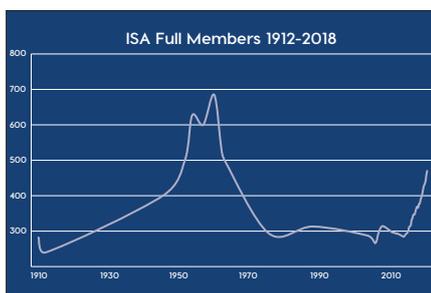
"It was great to see so many former colleagues again and to catch up on all of their news."

A landmark year for ISA

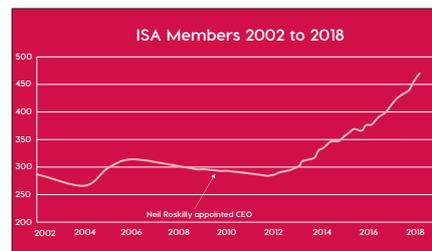
Peter Woodroffe, ISA Deputy CEO

140 years ago, a group of headmasters of private schools met in the Holborn Restaurant on 8 January 1878. They had been invited by a circular sent out by John Stewart, who led a group of Sussex schoolmasters. The men had been debarred from the Headmasters' Conference, felt wronged and mistreated and were worried about their future. A motion was put forward to form the Association of Principals of Private Schools and their aim was "To foster *friendliness* and *cooperation* among Heads of schools which have been working in isolation." Now, 140 years on, those two words of *friendliness* and *cooperation* still form the hallmark of the ISA today. (It may interest the reader to compare with HMC, founded in 1869 to discuss "society and conference", and IAPS, founded in 1892 to discuss "the size and weight of cricket balls".)

The ISA has always been a Members' Association, with heads and principals of schools representing the full membership. The earliest roll of Members we have is from 1912, when the membership stood at 282 heads. The number of independent schools, and the number of members rose to a height in 1960. At that time, there were 4047 registered schools, with ISA having 685 in membership. Numbers fell to a low of 293 in 1975 as many schools closed.



Numbers remained steady for four decades, until the appointment of a keen young CEO called Neil Roskilly. Neil worked hard to broaden the remit of ISA to effectively serve more heads, and after two years his efforts began to bear fruit, with numbers rising from 284 to 470 in 7.5 years, a growth of 65%. Comparing this to 1960, ISA had 17% of the independent schools in membership (685 out of 4047), now in 2018, we have just hit 20% (470 out of 2360), and now have over 100,000 pupils attending our Members' schools. Breaking the landmark figure of 100,000 pupils is a fantastic achievement, and gives us a stronger voice in the independent sector.



In our 140th year of membership, it is rewarding to reflect on what we do as an Association, and the infographic gives you some idea of what we do. However, it is the hard-to-measure provision of fellowship and friendship which underpin all of ISA's activities that really should be celebrated here.

To close, I'll leave you with the ISA's Coat of Arms, which was established in 1952. The heraldic description is:

"Argent two torches in saltire sable enflamed proper, surmounted by a cross coupé gules thereon a sinister gauntlet also proper. And for the crest on a wreath of the colours an Eagle supporting with the dexter claw a quadrant proper."

ISA
INDEPENDENT SCHOOLS ASSOCIATION

APRIL 2018

- 470 SCHOOLS
- 101,186 PUPILS
- 44% CHARITIES
- 56% PROPRIETORIAL SCHOOLS HAVE PHASES OF EDUCATION
- 345 PRE-PREP
- 83 WITH BOARDING
- 373 PREP
- 233 SENIOR
- 161 SIXTH FORM

IN THE PREVIOUS YEAR...

- 57 COURSES
- 915 BOOKINGS FOR COURSES AND CONFERENCES
- 128 AWARDS ENTRIES
- 77 SCHOOLS ENTERED
- 14 AWARDS
- 27 NATIONAL SPORT EVENTS
- 670 SPORT ENTRIES FROM 203 SCHOOLS
- 1597 ART COMPETITION ENTRIES
- 171 ESSAY COMPETITION ENTRIES
- 297 DRAMA COMPETITION ENTRIES
- 4 CONFERENCES ANNUALLY

The crossed torches represent education; the cross indicates the crusading spirit; the gauntlet represents independence; and the quadrant, an old-fashioned instrument for navigating, embodies the pioneering spirit of the Association. The motto, "Pro Liberis" may be translated as "on behalf of children" or "on behalf of free men", which brings us back to what ISA stands for – the benefit of the children.



Welcome

TO OUR NEW MEMBERS

ISA's March membership meeting welcomed 16 new Members, as well as approving a further 12 transfers of membership to new Heads at existing ISA schools. We are delighted that all of our new Members contribute to the diversity and strength of the Association. We look forward to serving them in the months and years ahead.

	HEAD	AREA
Abrar Academy	Huzayfa Wadee	North
Akeley Wood Junior School	Clare Page	Midlands
Alamiyah School	Sahera Motara	London North
Buckholme Towers School	Ruth Darvill	South West
Carfax College	Victoria Jefferson (awaiting transfer)	London North
Christian School, The	Emlyn Humphries	East
Hampton Court House	Guy Holloway	London South
Henley In Arden Montessori Primary School	Helen Everley	Midlands
International Community School, London	Rose Threlfall	London West
Ipswich High School	Oona Carlin	East
Monmouth School Girls' Prep	Hilary Phillips	South West
Newbridge Preparatory School	Sarah Fisher	Midlands
Oakfields Montessori School	Katrina Carroll	East
Saint Pierre School	Christopher Perkins	East
St. Olave's Prep School	Claire Holloway	London South
Totnes Progressive School	Ross Robens	South West

TRANSFER OF MEMBERSHIP

	HEAD	AREA
Acorn House College	Francis Choi	London North
CATS College Canterbury	Sarah Lockyer	London South
Hatherop Castle School	Nigel Reed	South West
Hemdean House School	Helen Chalmers	London West
Hull Collegiate School	Alex Wilson	North
Hydesville Tower School	Warren Honey	Midlands
Mead School, The	Andrew Webster	London South
Northeast Manor School	Claire Farmer	London South
Oakfield Preparatory School	Patrick Gush	London South
Park Hill School	Alistair Bond	London West
Sherrardswood School	Anna Wright	London North
St. Teresa's School	Jane Draper	London North

NEW SCHOOL ASSOCIATES

	ASSOCIATE MEMBER	AREA
Regent College	Steve Hurl	London North
St Teresa's School	Yasmin Roberts	London North
Grove Independent School, The	Martin Wakley	London North
Grove Independent School, The	Henry Berkin	London North

NEW LIFE ASSOCIATES

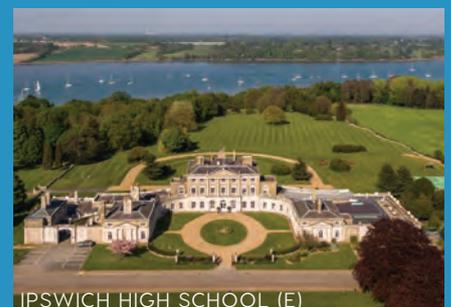
Steve Boyes
Alastair Reid



THE MEAD SCHOOL (LS)



HYDESVILLE TOWER SCHOOL (M)



IPSWICH HIGH SCHOOL (E)



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*Apart from Mental Health First Aid which is £290 for the two days

SINGLE CENTRAL RECORD - GETTING IT RIGHT

01/10/2018 ISA House

22/01/2019 Mill Hill School

01/03/2019 ISA House

07/05/2019 ISA House

23/05/2019 LVS Ascot

These days will give schools the opportunity to attend a workshop focused on their Single Central Register – ensuring it is compliant, and therefore ready for when the inspector calls. Delegates will have the chance to work with an experienced Inspector, who will tell them exactly what the Inspectors need to see.

INSPECTION 2: THE REGULATORY REQUIREMENTS

02/10/2018 ISA House

05/02/2019 Bosworth College

Referencing the most recent ISI documentation and highlighting any recent changes in compliance, this day course will focus on meeting the eight Parts of the Regulatory Requirements and will raise awareness of the areas which most frequently cause non-compliance.

GDPR

03/10/2018 ISA House

This course will provide delegates with an in-depth overview of the new data protection law, the General Data Protection Regulation (GDPR) and how it will impact independent schools.

Delegates will leave understanding the GDPR, and the principles of document management (PIMS) and data security (ISMS). The course will also cover the mandatory records required under the GDPR accountability framework, and provide an overview of important actions.

INSPECTION 4: SECURING EXCELLENCE IN EDUCATIONAL QUALITY INSPECTIONS

09/10/2018 ISA House

08/05/2019 Bosworth College

Delegates will leave the course aware of the recent changes to the inspection process and ready for the inspection, with a greater awareness of their role during inspection.

Delegates will understand cause and effect and provide evidence about how teaching, curriculum, governance, leadership and management have an impact on achievement, and how activities, pastoral care, PSHEE, boarding, governance, leadership and management have an impact on personal development.

INSPECTION 6: THE INSPECTION OF GOVERNANCE FOR HEADS, PROPRIETORS AND GOVERNORS

30/10/2018 ISA House

09/05/2019 LVS Ascot

This course will cover the inspection of governance and will alert you to any recent changes in the Regulatory Requirements that affect Heads, Proprietors and Governors. There is a requirement that Heads, Proprietors and Governors are involved in regular training and this is your chance to fulfil this obligation. It will also give you an opportunity to see how governance is structured and managed in other schools.

INSPECTION 3: PREPARING THE DOCUMENTATION FOR ISI INSPECTIONS

29/01/2019 ISA House

To get the best out of the inspection process, schools need to be prepared and alert to the documentation that ISI requires - even before the inspection begins. This course is designed to help you understand the new models of inspection and get on top of the paperwork. It will highlight the necessity of reviewing and implementing your policies in school in order to be meeting the regulatory requirements. It will also help you to make the most of your school, both in the SEF and the ISI Pre-Inspection Information. In addition, it will look at how a school can aid the inspection when it is taking place.

MENTAL HEALTH FIRST AID (2 DAY)

30 & 31/01/2019 ISA House

The Youth MHFA course is an internationally recognised course designed specifically for those people that teach, work, live with or care for young people aged 8 to 18 years.

You will learn how to:

- Provide information, tools and techniques to promote a young person's mental and emotional wellbeing
- Support a young person who might be experiencing mental and emotional distress.

MHFA won't teach you how to be a therapist, but you will be able to say you're a Youth Mental Health First Aider.

BEST PRACTICE FOR GOVERNANCE IN PROPRIETARY SCHOOLS

11/03/2019 ISA House

This course will cover the current inspection process, and the Regulatory Requirements (Parts 1-8), explaining where oversight is required for regulatory compliance. The course will also cover the key aspects of the role of Proprietor and give steps for you to take back to school.

BEST PRACTICE FOR GOVERNANCE IN CHARITABLE TRUST SCHOOLS

12/03/2019 ISA House

The day will cover models and roles of best practice, setting vision, avoiding treading on the toes of the head and knowing boundaries, and successful development planning.

INSPECTION 1: GETTING IT RIGHT

25/03/2019 ISA House

You will go through which policies and records are required and where you can find the guidance to ensure your school is compliant. There will also be discussion of preparation, routines and the format of Regulatory Compliance and Educational Quality Inspections, to include a review of the new paperwork. Delegates should leave feeling confident with what to expect and what they need to do in preparation.

UNIVERSITY APPLICATIONS 2: OXBRIDGE - AN EXPERT UPDATE

28/03/2019 ISA House

Making an application to Cambridge or Oxford is always a challenge – for an aspiring student and their family, and, just as often, for academic staff supporting pupils and students in schools and colleges.

Run by Admissions Tutors, this workshop will offer invaluable insight into the process, and revisit key questions surrounding Oxbridge application: what qualities in applicants are the universities looking for and what is the best way for an applicant to prepare?

The day will be a mix of presentation, discussion, and workshop – delegates are encouraged to bring their individual questions and come ready to share their thoughts and experience.

INSPECTION 5: WHAT TO EXPECT AND HOW TO MAKE IT A POSITIVE EXPERIENCE

21/05/2019 ISA House

This course will help you to prepare for inspection and to make the most of the process and to use the experience as part of school improvement.

During the day you will cover:

- Understanding the requirements of compliance and quality inspections
- Making your policies and school compliant
- Completing the SEF and pre-inspection documentation
- First contact and organisation of your inspection: show and tell
- Preparing staff for interviews
- Preparing governors for interviews
- Pupil Interviews
- Lesson observations
- Work scrutiny
- Managing feedback and recommendations

Additional courses for 2018-19 are being arranged, on topics such as SEND, teaching and learning, performance management, administration and leadership. If you have any specific requirements for training, e.g. location or topic, please email alice.thompson@isaschools.org.uk

Better Never Stops

David King

Some years ago, having just taken up my Headship at Appleford, I attended an ISA Heads' Conference where, following an excellent lunch, the question was asked by a speaker, 'what makes you wake up at 3am in the morning?'

Following due reflection, and having personally discounted indigestion, the responses were universal ... pupil numbers and issues with staff. At that point in my tenure I could easily concur, having inherited a school with a falling roll of 58 pupils, a static group of staff and the probability of closure should something dramatic not occur to change our fortunes.

Later in the day, another speaker delivered an excellent talk on school leadership, the processes involved in creating a harmonious staff body and the methods for 'managing out' those who did not share the agreed direction for the school. Useful information, indeed, to counter the issue of problematic staff but how would this lead to 'more bums on seats'? The real question requiring an answer, and the cause of insomnia, is how can we reach the utopia of waiting lists? The stuff of dreams, not wakeful nights.

From the outset, we must agree that there is no universal panacea. Each school will present its own challenges. Sometimes, these can be 'quick fix' issues or, alternatively, there may be deep rooted problems which require a fundamental rethink. Equally, and this must be considered, the possibility exists that survival is simply not attainable. As noted

above, this was the very real prospect facing my school but in turning it around, it was the development of creative but sound business strategies, grasping the nettle of change and a genuine response to the needs of our parent body which pulled the 'fat out of the fire'.

So let us consider how we might achieve that state of Nirvana with a focus on the one invariable, the primary determining factor in the success of a school – the Head.

Firstly, as Heads we should all, naturally, believe ours to be the finest school in the land. Indeed, any Head who does not believe this to their very core should seriously consider their position. Without this belief, the hard work cannot even begin and no amount of marketing will ameliorate the situation. Indeed, when faced with a falling roll, the first route of choice is often to invest in a more effective marketing strategy. However, such an option is to miss a critical point. As Barack Obama once eloquently said, 'you can put lipstick on a pig but it is still a pig!' Unless you know what and how you are selling and have a 'product' that people want, not even Saachi and Saachi would be able to help – though they would happily exhaust your marketing budget in trying.

The next point to consider is, why would parents place at my school and not the one on the other side of town? When brainstorming the strategic development of a school, the term USP (unique selling point) is often bandied about. I once asked a group of Heads what they believed to be their school's own USP, what made them different to their competitors? Responses, and common to all, included excellent academic outcomes, small class sizes, unrivalled extra-curricular provision, first-rate facilities, a nurturing, friendly learning environment, stunning location etc, etc. Selling points indeed but hardly unique!

Within the independent sector, it really should be a given that provision is of

the highest quality. The fact that parents are, often at great sacrifice, investing heavily in their child's future should, as a minimum, be evidenced at school level in excellent inspection reports and a learning environment which provides the best possible advantage. These should not be seen as unique characteristics, rather the entry level requirements of an independent school.

Therefore, unless your school commands a niche market, there is only one true USP for a school and that is the Head. The Head is and should be the school. But here lies the rub. It is a truth that so many good Heads find themselves in post having completed the normal trajectory for such a position – a sound teaching career followed by promotion through the ranks, experience of Governing Body involvement, post grad study and qualification and thence onto the Elysian Fields of Headship. Perfectly acceptable and appropriate for the running of a school. But, how does that really prepare one for the challenges of running and developing a business? Let us not confuse matters here, these are two very different beasts and for any school to be successful, a Head must be proficient in both areas – indeed I would argue that business acumen should take precedence, particularly if recruitment is an issue. It is for the very fact that so few Heads prioritise this area of their own development that our Governing Bodies are so important and yet it cannot be a given that such possess the necessary level of expertise to 'see the wood for the trees'. Indeed, looking back at my own career, I would categorically state that it was my five years in the business world that best prepared me for my Headships and, without this experience, I doubt very much that we could have turned Appleford into the success it is today.

Enough evangelism, I hear you say, give me something to work with! Returning to the role and identity of the Head and

the skill sets required. Let us assume you are a proficient school administrator, the trees are in leaf, your pupils all achieve remarkable results and enjoy all the benefits of a first class independent education; what else do you need to do to improve recruitment? My advice, be a better salesman.

We often confuse marketing with sales. Your school may have a wonderful marketing strategy that creates high levels of interest and initial contact. The challenge therefore, is to convert this interest into a confirmed place. Here, the old adage of 'people buy people' is important. Think about it; we are asking parents to part with large amounts of money based on a vague understanding that, some years from now, their investment might return a happy, successful child to the wider adult world. No guarantees however. Indeed, playing the stock exchange would provide a better proposal.

Within such parameters the deciding factor will be the Head – remember, he or she is the school. Therefore, ask yourself these questions, how skilled am I in selling my school? And, how much time do I spend with prospective parents? Personally, I meet all parents on an individual basis and do the tour of the school myself. I wouldn't delegate this important task to anyone else because this is my school, I'm proud of it, I want to ensure its best qualities are highlighted and I can sell it better than anybody else. At the same time I am selling myself. I am building a relationship with the parent from the first minute, which leads to trust which leads to confidence in the school. One might argue that this takes a large proportion of valuable time, however I would counter this by asking, would you work for, say, two hours for £15,000 (an average annual school fee)?

The clear implication for the Head from this position is, how skilled are you in the area of sales? Make no mistake; this is a highly skilled discipline. People base an entire career on this and develop their professional competency throughout that time. Yet, we as Heads have, invariably, received little or no CPD in this critical field, and then we wonder why we have a falling roll. My recommendation is clear; prioritise this as an element of your own professional development if you wish to sell your 'product' effectively.



First impressions do count. This leads on to the presentation of your school and the image it portrays to prospective parents. I once visited a school that had no designated parking space for visitors, I couldn't find the entrance lobby and, when I did finally navigate my way through the labyrinth, I was met by the minotaur - a receptionist who clearly had better things to do than manage my needs. Need I say more? Remember who your client base is and what they need. They want to feel welcomed by professionals who care about them and their children; who take a pride in their school and who are making it as easy as possible for parents to have confidence in you and your school. My first task at Appleford was to refurbish the entrance lobby, redecorate my study and employ an excellent PA, skilled in PR – a quick and easy fix. The school hadn't substantially changed in this short period but our conversion of prospective parents to secured places certainly did.

We now move on to President Obama's view of pigs and lipstick. Be honest with yourself; how relevant is your school? How reflective of 21st century society is it? Independent schools have, rightly, traded on an established ethos, embedded in traditional values and rooted in a desire to create the successful adults of tomorrow. And yet, we can sometimes dwell too comfortably in the past. Society has changed. The IT revolution means that

the jobs our children will do in the future probably haven't even been invented yet. Their avenues into employment are not necessarily the same as we followed in our youth. Remember, many of our parents are the employers who know this. They know what is required of a successful employee. I'm not saying for one minute that we should discard our established modus operandi but, when the CBI themselves are questioning the relevancy of A Level, do we not have a duty to become more agile in our curriculum and look at different and more attractive types of qualification? There is an old adage that 'if you do what you have always done, you will get what you have always got'. Consider this when you start your strategic 'blue sky' thinking and embrace the flexibility and opportunity that the independent sector affords us. You never know, this may lead to a USP that truly differentiates you from the herd.

Returning to the concept of people buying people. How business orientated are your staff? Obviously, we are not expecting teachers and houseparents to be Alan Sugar, but you should expect them to be bought into the idea of the school as a business. They have a critical role to play when you walk prospective parents around the school. Do they reflect your own passion for the school and its pupils? Are they welcoming and keen to show off their achievements? Do they want to move forward or are they

happy with their lot? Just as there is no room in the independent school for the underperforming teacher, equally there is no place in my school for the taciturn food tec teacher who believes I should pay him out of gratitude for his presence and his ability to turn out a good quiche. Again, ask yourself this; how much of your INSET time have you spent covering this issue with your staff? How accountable do you make your staff for the promotion of the school ethos? Remember, their salaries depend on your school being a success.

This brings me to a most important point. For any Head to turn around their school's fortunes, it is critical they have a management team selected for their abilities, compatibility with your aims and vision and ready to embrace change. Again, the historical model is often based on seniority and position within the school, not necessarily what positive impact they

can make on the school's development. Knowing what you want to achieve and who can help you do this should be the guiding principle. Consider the specific skill sets you require of your managers and what blend of competencies would create a dynamic team. Do not be frightened of fundamental change if such is indicated – you need the right team. Develop a fluid approach to management which allows for ad hoc representation when required. Never accept a status quo which facilitates inertia. The mantra at Appleford for the past six years has been 'better never stops' and this will be the situation ad infinitum.

As Heads we should all be aware of the processes and practices to achieve high standards. We should know what to do about an underperforming staff member. SWOT analysis and the creation of a development plan should be meat and drink to us all. If not seek out a

mentor, talk to our Association, lean on a colleague. Importantly and essentially, be sufficiently reflective and honest enough with yourself to know when you are beat and seek out assistance. But, critically, the ultimate success of your school lies with you. It is your readiness to embrace change, your willingness to upskill yourself in important areas, your dissatisfaction with second best and your faith in your product which will carry the day. Remember, the only cavalry coming over the hill is you.

David King B.Ed (Hons) MIA was appointed Headmaster of Appleford School in 2012. His career in education began as a Primary School teacher, followed by Maths Coordinator and then SENCo. He gained Dyslexia Friendly Status for one of the first Somerset Primary Schools and was part of a pilot group which developed strategies for Teaching for Effective Learning, which has now become part of mainstream policy.



ISA Whitbread Prize

On Tuesday, 6 February the ISA Whitbread Prize was presented at a ceremony generously hosted by Lord Lexden at the House of Lords. The winner of the 2017 prize was Elliot Butterworth, Derby Grammar School (ISA Midlands) and he was accompanied by his parents and Mrs Carol Bramall, the Head of Sixth Form.

The Whitbread Memorial Prize is named in honour of Frederick J Whitbread (1866-1953) who established the Richmond Hill School and served the Association as its Executive Officer. The prize celebrates outstanding involvement in, and service to, wider aspects of school and community life; in conjunction with achieving academic excellence in GCSE results. The names of all nominated pupils will be entered in the Whitbread Roll of Honour published on our website and they receive an ISA presentation certificate, in recognition of the honour of being nominated for this prestigious prize. The prize is adjudicated by the ISA Education committee in the autumn term each year.

Elliot is certainly an exceptional young man. Alongside an incredible clean sweep academic record - 6 A* and 3 top grade 9s in the new spec GCSE - he has a raft of other successes and achievements, in a range of different disciplines.

The judges were particularly impressed by Elliot's commitment to charity fundraising and a service mentality.

The school told us that Elliot "is a reliable, trustworthy individual who has gained the respect both of fellow pupils and teachers across the School and is a role-model to our younger pupils. In everything he does he leads by example. But not only that, he is a genuinely friendly and approachable young man who embodies what we

endeavour to nurture at our School - a well-educated and well-rounded individual ready to take the next step."

Here at ISA we wish Elliot every success for the future: definitely one to watch!





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The Pastoral Quandary

Nilesh Manani

Nilesh Manani, Head of Swaminarayan School explores the values that ensure respect and trust between staff and pupils

“Somebody’s got to be crazy about that kid. That’s number one. First, last and always,” wrote the distinguished developmental psychologist Urie Bronfenbrenner. Anybody who has been a teacher for long enough and made a difference to the achievement of a pupil will know that the best teachers form a positive emotional relationship with pupils. They do this through a multitude of experiences: they care for the pupils they teach and make it so obvious through their actions; use a variety of techniques to maintain the pupils’ interest; tell stories, never dismiss a question, show patience, are sympathetic, take a personal interest, make pupils laugh and make the lessons fun. In essence, they form a relationship of mutual respect and trust that propels both of them to greater success.

Good teaching is crucial in encouraging effective personal and social development; it creates circumstances in which pupils can learn effectively. Where there are high expectations of young people, challenge and mental stimulation, the lessons contribute to the personal and social development of pupils by clarifying their thinking. Good teaching helps pupils to formulate strategies for dealing with identified tasks; listen with discrimination and be polite in what they have to say; it enables pupils to be accepted as worthwhile individuals. A teacher who has good professional knowledge, who



takes an active interest in exploring his or her own understanding, and who offers a good example of behaviour is likely to have a valuable effect on the development of pupils’ expectations, self-esteem, attitudes and behaviour.

According to the Centre on the Developing Child (Harvard University), “children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development”. A positive relationship with a caring adult “contributes to the growth of a broad ranges of competencies, including a love of learning, a comfortable sense of oneself, social skills, and multiple successful relationships for a lifetime.”

A caring Early Years’ teacher can therefore set the tone for the progress and achievement of a pupil for many years to follow. Their good work can be carried forward through all the primary years in a system of education where one good teacher delivers all the core subjects and has the time to form a close, caring relationship with the pupil. It is what happens in most primary schools. If we

start from the premise that all teachers care for the pupils in their charge, what prevents pupils from succeeding in equal measure is the number of pupils in the class, no matter how remarkable the teacher. The delivery of quality in education is often defined in terms of adult-pupil ratios, group size, physical facilities, and more recently, a cognitively oriented curriculum.

At secondary level, the tutor system is often used to fulfil the legal duty of monitoring the pupil’s attendance in two ten minutes registration sessions in the morning and afternoon rather than a place where the tutor is allowed to make a real difference to the progress and development of the pupil. The division of pupils into forms often reflects the number of forms the school accepts, resulting in large groups, an arrangement which once again gives little time to the tutor to help the pupils unless they sacrifice their preparation, lunch or break times to get to know them better. The one saving grace may be if the tutor stays with the pupil as they progress through the senior years

and that time helps form a relationship of mutual trust and respect.

The subject teacher on the other hand has more time to engage with the pupils: a few hours every week, for a whole year, even more during their GCSE and A Level years. They have the time to get to the heart of the pupil, discovering their strengths and weaknesses, interests, aspirations and hopes. It is therefore not surprising that subject teachers often form stronger relationships with the pupils in secondary schools. Yet these same principles are not translated into allowing a similar type of relationship to form between the tutor and their tutees as external examination success takes precedence. There is the increasing pressure on Heads from heads of departments to give more time to their subjects to deliver the results. Unable to resist the relentless temptation of rising up the dreaded performance tables, Heads often yield in search of better results, often at the expense of pastoral care. So what is the solution?

To me, the answer lies in the model adopted in the boarding houses of the public schools who have learnt their lessons the hard way. Gone are the days when the teachers forced a torturous cold shower on a pupil in the early hours of the winter months; where those dreaded elastic canes have all been burnt in a heap with the ashes placed in an urn as a memento of an era when the harsh militaristic discipline was seen as a way to mould the emotional resilience of the pupil in preparation for adult life.

What has evolved out of the harsh experience however, is a beautifully caring environment where small tutor-pupil groups with an enviable ratio of 1:10 (in some boarding schools even less) supporting the pupils to develop in every aspect of their relentless march towards success. In the absence of parents, they are *in loco parentis*, providing all the emotional support needed to make the pupil feel at ease, at home. It is a model of pastoral care that has transformed how boarding schools mould the character of a pupil in a caring environment from which day schools can certainly learn.

Many will claim that such low tutor-pupil ratios for pastoral care are an impossible dream in day schools under huge financial constraints. I would have to disagree because The Swaminarayan School has transformed the way we support our

pupils to grow in every aspect of their development through our House Tutor system. It has meant breaking away from teaching groups being remodelled as tutor groups. While pupils are still taught in two teaching groups, they are divided into three House Tutor groups for pastoral care to reflect the three Houses in the school without adding any extra strain on the staffing budget; where the tutors and pupils belong to the same House which gives them every reason to work together to succeed. What was needed was the courage to recruit every available teacher into the House Tutor system and place the well-being of the pupils at the top of the agenda. After all, isn't a happy child a successful child?

The small size of the groups raised a greater awareness amongst the tutors of the emotional well-being of the pupils through two short tutor meetings, which serve a greater purpose than just to register the pupils. We created a rota of weekly tutor assemblies on a theme of the week, allowing pupils in each tutor group collectively to prepare an assembly. This enabled discussion, debate, generated ideas, nurtured teamwork whilst highlighting the value of the theme in their life. Whereas in a large tutor group, some of the quiet pupils may have felt lost, the small size of the House Tutor groups enables all of them to participate.

Tutors meet the parents at the beginning of every academic year to share the programme for the year. We added one meeting per term between the tutor and parents in the presence of their child to discuss their well-being, progress and achievement. This develops a strong bond and trust between the parents, pupil and tutor. Communication between parents and tutors has improved through the exchange of emails. With fewer number of pupils to look after, tutors are better able to respond to the questions of the parents, which has made parents happier. This strong relationship of the tutors and the pupils was further enhanced by the introduction of a residential week in the school calendar. Organised by the tutors in consultation with the pupils, it gives tutors an opportunity to observe and bond with the pupils in a more relaxed social environment away from the pressures of academia in the school.

To ensure that tutors feel supported, all the tutors in each House collectively meet

with the Head of House every alternative week to discuss any issues, share their experiences and learn from each other. While the House Tutor system still remains in evolution because there are many other elements we could add to enhance the level of support, there is no doubt that the small size of each tutor group has allowed the tutors to deliver a depth of care to the pupils which could not have been replicated in the larger tutor groups. It has been a positive experience for all, a fact reflected in the last inspection, which judged the school as excellent in all areas. I remember during the inspection, the RI asked me for the register of pupils for gifted and talented. I smiled with glee and boldly replied, "All the pupils are gifted and talented." The RI frowned at me while I held the glint in my eyes. The fact is, I truly believe that all my pupils are gifted and talented. I have never believed in the gifted and talented initiative, because it is so alien to schools which should be striving to bring out the best in every pupil.

ISA is made up of some of the most diverse schools. Many are not particularly selective in our intake, nor boast huge numbers. Yet it is precisely our small size that makes us so attractive and personal, where every pupil is an individual and has a unique gift and talent which we strive to nurture. It is easy for a school to accept the very best pupils and claim to deliver excellent results. But try it with pupils who are struggling to come to grips with life and take them to places they never thought was possible. Excellent pastoral care is at the heart of that journey, in moulding the finer qualities of life, a good character, which is the foundation for all successful lives. Ultimately, what every pupil craves for is love. It is what propels them to great heights. If a child is loved, they learn to love the people around them, they learn to love their school, community, environment, country, and they learn to love the world. So as teachers, we don't need to be crazy about the pupils we teach, only learn to love them as our own!

Nilesh Manani is the Head of The Swaminarayan School. The founder of www.inspirestudents.co.uk and author of *Inspirations*, he has devoted his entire working life to help pupils to see beyond their limits. He feels honoured to serve on the Executive Council of ISA.

Education 4.0

CAN IT ENABLE US TO REMAIN VIABLE, RELEVANT AND ACCESSIBLE?

Paul Bevis

Can an Artificial Intelligence Assistant add value to a teacher's work without compromising on values?



"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness....."

Whether we think that our current educational climate represents the best or worst of times, we are clearly in an uncertain and rapidly evolving environment. The challenge presented by the fourth industrial revolution, or Work 4.0, and our immersion in a digital and algorithmic world are driving the debate as to how we prepare our young people for the future. And whilst we continue to correctly proclaim the benefits of a broad educational philosophy and ethos in our schools, we also know that the financial demands of private education are moving it beyond the means of many of those in our traditional market. Add in the competition from a re-energised and multi-dimensional maintained sector and we may ask, are we in a "spring of hope...or a winter of despair"? How we thrive over the next decade will depend upon how well we anticipate and

evolve to meet these challenges, and to remain viable and relevant.

Work 4.0, derived from Industry 4.0, is defined as, "the information-intensive transformation of work in a connected environment of big data, people, processes, services and systems." This is characterised by the positive integration of artificial and human intelligence along with the impact upon the world of work.

It is already clear what skills and qualities will be essential for Work 4.0, and they are in many ways quite different from the demands of our current formal education and qualification systems. There is no point in educating people to try and compete with what Artificial Intelligence and robots are good at. We must play to our human strengths of empathy, insight, intuition, collaboration and interactivity.

In a recent speech to the ASCL CBI President Paul Drescler said, "we must make education about more than results and rote learning, and prioritise teaching that encourages thoughts, questions, creativity and team working... and the spirit of enquiry that allows individuals to shape their world" (CBI Press Team 2018).

Peter Fisk, one of the world's foremost business thinkers on growth and innovation, has elucidated a vision of Education 4.0 that-

- Responds to the needs of the fourth industrial revolution, the alignment of man and machine and the demands of an ever-changing knowledge and skill set. It does so by enabling lifelong, anytime anywhere learning, from primary to tertiary and on

to further talent development via learning in the workplace.

- Provides a learning approach that is personalised via challenging scenarios and tasks and the provision of feedback followed by either more support and practice or an extended challenge.
- Combines self-paced activity and interactive face-to-face learning in flipped classrooms that use shared content and collaborative resources across a globally connected world.
- Develops highly skilled project-based problem solving through independent or collaborative work.
- Develops teachers to be highly skilled curriculum planners and creators of learning activities. Enables teachers to be highly proficient users of feedback to instigate learning interventions or extended challenges in conjunction with their in-depth knowledge of learners as personalities and social beings with diverse motivations, confidence and economic backgrounds. (Fisk 2017)

Readers may feel some scepticism. For decades digital technology has been on the brink of adding great value to the process of teaching and learning without quite delivering. We are accustomed to learning via school VLEs, on-line maths tuition, foreign language apps, vocabulary lists, videos on YouTube, multi-subject platforms such as BBC Bitesize and Education City. Schools are often awash with tablets, PCs, interactive boards and walls, and complete packages of curriculum and lesson plans with a direct link from assessment activities



Paul Bevis has spent over 44 years in education most latterly as Headteacher of Claires Court Girls and Sixth Form in Maidenhead. He has been Chief Examiner for AQA A Level Physical Education and has written three A level textbooks. Married with two grown up daughter and one grandson he is now working as an Independent Education Consultant. Paul's main areas of focus are school development and improvement, leadership and management, school inspection, curriculum planning, and recruitment, appraisal and performance management.

to mark books and school academic tracking systems.

These adjuncts to teaching, if used creatively and with teacher oversight, can reinforce learning, offer low stakes test opportunities, mark work, give feedback on errors and provide opportunities for further practice. However the Education Endowment Federation toolkit indicates that gains in learning from the use of digital technology still remain moderate and very variable (Education Endowment Foundation 2016).

Furthermore, learning is not a singular 1:1 experience, no matter how personalised it may be in its attempt to meet the individual needs of unique learners. Learning that involves serried ranks of children sat in front of their own screen, working alone, is clearly not what is required.

But attempting to plan and deliver appropriate instruction, assessment, feedback and support for the myriad of unique learners in our classrooms is causing teacher overload and extra costs through the provision of classroom assistants/LSAs. Furthermore, in April 2018 the TES revealed research that indicated that the UK would need 50,000 more secondary teachers by 2024 (George 2018).

Can we therefore envisage how AI might help us here? In 2016 Georgia Tech, an American university, added Jill Watson, a new teaching assistant, to one of their computer courses. Unbeknown to the students, Jill was an AI assistant and was eventually getting a 97% correct response rate to student questions. When it was revealed that Jill was an AI programme, students clamoured for more and began developing their own ways of extending AI support (Maderer 2016).

It is possible therefore to imagine how an 'AI assistant' could add value to a teacher's work through developing independent learning skills via interrogative learning activities and high quality structured 1:1 and group feedback. However this could only be achieved if

a teacher is doing what the AI assistant cannot do – consider and plan for the individual motivations, personality and social environment of the learners.

Developing the skills referred to by the CBI is something that we as a sector pride ourselves on doing well. However It is difficult to bring the same level of precision to this process as we do to learning in the academic sphere. In 2019, the OECD is to introduce tests for 10 and 15 year olds that will produce data on the development of their social and emotional skills (OECD 2018). It is possible to imagine that, when we have this data, we will be able to support individual children more effectively. That may mean using the same form of psychographic profiles that Cambridge Analytics derived from Facebook data..... but that is another matter (Williamson 2018).

Mark Steed, Director of Education for JESS Dubai, recently addressed on HMC Conference on how AI and VR will disrupt our current schooling format of one teacher to 15-30 pupils. He writes, with a persuasive logic, on the need for blending online learning, rich in AI and VR, with the personal, social and economic value of attending a bricks and mortar school. In his view we must try to achieve the best of both worlds through, "providing a more cost-effective form of education which is more personalised than the present model, whilst maintaining the important social functions that schools fulfil" (Steed 2017).

As we consider a future of rising staffing costs, teacher shortages and reduced family incomes we may consider that the investment in digital, AI/VR enriched learning is worthwhile and necessary. It also plausible that a blend of the human and the digital is the best way to provide the rich Education 4.0 learning environment that enables individuals to have a fulfilled and creative work and personal life. If we embrace those possibilities we can remain viable, relevant and accessible. It may yet be the best of times.

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What is it for?

RENEWING THE PURPOSE OF EDUCATION

Valerie Hannon

Are the questions “what should be taught” and “how should it be taught” no longer fit for purpose?



If education is truly to move forwards, in tune with the times, we have to rethink its purpose. Our current education system, which emerged in the middle of the 19th century, and was designed to serve the needs of the Industrial Revolution, is under intense strain. There is a growing perception that the mass education system is failing the public.

In some senses, there has been a welter of change in education, under the banner of ‘school reform’. But these changes have, in truth, been superficial. They have manifestly failed to address the weakness of the public education system.

WHAT ARE THESE FAILINGS?

- The growing costs of the current system with marginal (or flat-lining) gains on existing outcome metrics¹
- Learner dissatisfaction or disengagement
- Frustrated, unfulfilled education professionals (who are not treated as professionals)
- Little impact on inequality – indeed, often the reverse
- Profound mismatch with the needs of societies and of economies

Public debates about education – some of which are polarised – have chiefly revolved around a set of issues such as:

what should be taught
how it should be taught
to whom it should be taught
how it should be structured
how it should be paid for

These are all important questions. Perhaps, in times of stability and continuity they are the ones to focus on. However, those are not our times.

THE WRONG STORY

The problem stems from the fact that we have not been prepared to ask the fundamental question of what, today, education should be for – what job we want the education system to do. There is an implicit assumption that the answer is too obvious to discuss. When politicians state their ‘commitment’ to education, it usually boils down to two ideas. The first is to promote ‘growth’ in the national economies: education will lead to bigger

GDP. And second, individuals (if they work hard and are clever) will gain an advantage in getting access to better jobs.

Both these ideas are threadbare. Whilst there is some evidence that in developing countries, higher levels of education lead to improved economies, in the ‘developed’ nations that relationship is harder to show, since growth and prosperity depend on a wide and inter-related range of factors. But more significantly, what is growth? This is almost always equated with GDP – an indicator increasingly acknowledged to be misleading and insufficient.

The common-sense idea that ‘more’ education will help us to be better off doesn’t stand up because the idea that ‘growth’ is an unquestioned good is profoundly unsound. We have been doubling down on the industrial age mandate for growth above all else. Instead, we should accept that the era of extractive growth in relation to the resources of the planet is over. New thought in economics is pointing to the revised ideas about ‘good growth’. And this is actually about thriving – not just producing and consuming more and more. But this old taken-for-granted idea that education is about boosting national GDP has turned education into a sort of global arms race.

The second common-sense idea about education is that it will lead to better jobs for individuals. It is assumed to be the passport to higher income and social mobility. To some extent the (UK) data bears this out. A university degree earns you on average £7,000 a year more than not having one. (Though in many cases that premium is reduced by

the need to pay off the now substantial levels of student debt accrued). However, the reality is that the current education system is predicated on a system of filtering which remains deeply linked to social class – the evidence shows that social mobility has hardly increased at all. Moreover, ‘social mobility’ as a goal is itself inadequate: it takes for granted a hierarchical system in which inequality is a given. Far from reducing inequality, we see that, everywhere, inequality is actually on the rise. The developments likely to take place in the labour market over the next thirty years, are likely to make competition for good (i.e. satisfying and well paid) jobs even tougher. The rise of under-employment – taking low-level, unsatisfying jobs is making more young people wonder what it was for. In any case, is that the best that education can do in the future – offer a slightly enhanced chance in the jobs race?

There is no clear narrative for public education today that both connects with the realities people are experiencing and faces up to what can confidently be said to be on our horizon. We have some good evidence about the direction and pace of change. It is unlike anything the human species has faced previously. Some of the challenges are existential. All of these will impact our children’s lifetimes, let alone our grandchildren. Reflecting on the scale and direction of these shifts, I believe that *today, education has to be about learning to thrive in a transforming world.*

If this is the job we want the education system to do, we need to have a handle on the transformative shifts that are underway. There is an increasingly secure body of evidence on these. It is largely ignored by education.

Change? Really?

Of course, the future is unknowable, but we do have an increasing volume of analytical evidence on some clear trends. Naturally these may be impacted by unforeseen events, and (hopefully) by human action. But, as things stand, taken together they mean that today our species and its home planet stand on the brink of changes that, within the lifetimes of today’s young learners, will impact upon their very nature. The changes are complex and

unprecedented. Professor Klaus Schwab, Founder and Executive Chairman of the World Economic Forum (WEF), set out his view for the WEF in 2016:²

The changes are so profound that, from the perspective of human history, there has never been a time of greater promise or potential peril. My concern, however, is that decision makers are too often caught in traditional, linear (and non-disruptive) thinking or too absorbed by immediate concerns to think strategically about the forces of disruption and innovation shaping our future.

There is increasing consensus about the nature of these forces, and what they mean for us. However, ‘traditional, linear thinking’ is exactly what prevails in education today, which ignores entirely the ‘forces of disruption and innovation’ and their implications.

THE CHANGES CAN BE GROUPED INTO 3 CATEGORIES:

Our Planet’s Predicament. With the exception of the diehard climate-change deniers, it is now widely accepted that our planet stands on the brink of profound and uncontrollable change. If greenhouse gas emissions continue to rise, we will pass the threshold (two degrees above pre-industrial levels) beyond which global warming becomes catastrophic and irreversible. This pivot point will result in rising sea levels, polar melting, droughts, floods and increasingly extreme weather. No nation will be unaffected; in fact, some have already begun to feel the effects. But this is not all. We are systematically diminishing the bio-diversity of the planet such that scientists have now recognised that we are entering the 6th Great Extinction. Whilst previous extinctions were driven by natural planetary transformations (or catastrophic asteroid strikes), the current die-off arises from human activity. Fifty percent of all species could be extinct by the end of the century. How can humans thrive if our home environment does not?

The Supremacy of Technology. Most people, when they think about the future, go first to the technological revolution. The power and penetration of technology to reshape the world have attained unprecedented levels.

Technocratic solutions are assumed to be capable of resolving any and all problems. From the perspective of humans’ capacity to thrive, and the role of education, two aspects are of special interest. The first and most obvious is the impact on jobs. The capacity of robots to assume many millions of jobs and tasks currently performed by humans is now unquestioned. The debate lies in the implications of this. Estimates vary: but there is an increasing consensus that the impact will be large and serious. The second aspect of relevance is the rapid developments in artificial intelligence (AI). The prospect of computers that can acquire the capacity to learn will mark a unique juncture in the relationship between our species and its technologies. The idea that human beings are the source of meaning as well as power is about to be challenged. How can we ensure that humans can thrive, as this relationship unfolds and the balance shifts?

Designing our own evolution. The convergence of the life sciences with the digital explosion has created the capacity to reshape the very fabric of life: it is changing not just what we can do, but who we are. The cost of gene mapping has plummeted. Individual gene sequencing will shortly be able to identify the exact nature of a particular cancer and its pathways. Genetic engineering of pigs is taking place to harvest lungs for transplant (and soon hearts and kidneys). Genomic screening and trait selection are advancing. The convergence, through implants or by other means, of human bodies with artificial intelligence is currently being researched. This is sometimes referred to as ‘transhumanism’ or ‘superintelligence’. Nick Bostrom, the leading thinker in this field, argues persuasively that the future impact of artificial intelligence is perhaps the most important issue the human race has ever faced: the potential for designing our own evolution. It is entirely possible that human beings are not at an evolutionary end point, but that we are destined to evolve further, playing a major role in the design and direction of the process.

All of these are evidence-based shifts which are currently well underway. They

are not fantasy or science fiction and *our children will have to live with them* – or, learn to shape them.

The key response for our generation must surely be to debate the implications of these changes thoughtfully, and craft an educational response adequate to the challenge. In the UK, and many other systems, it has not even started.

I suggest that as a starting point, if we can agree that *education has to be about learning to thrive in a transforming world*, then we at least have some basis for the debate. The question then becomes: what might ‘thriving’ look like?

LEARNING TO THRIVE

When we examine what it means to thrive, we see that thriving must happen at 4 interdependent levels, none of which can be ignored:

global – our place in the planet

societal – place, communities, economies

interpersonal – our relationships

intrapersonal – the self

PLANETARY/GLOBAL THRIVING

Collectively and individually, we have to learn to live within the earth’s renewable resources. This entails not just learning how to redirect new technologies, but also to be responsible consumers, and how to reshape economies so that they are not predicated on endless growth and limitless consumption. This geo-political problem is also a learning challenge: for new generations must remake their relationship with the physical planet. Similarly, the acquisition of global cultural competence, in the sense of respectful appreciation and tolerance, is the only means by which we can create the conditions for peace. The experience of globalisation is now profound and extensive. It now has many critics, but they will have to learn how to reshape it, since it is unlikely to disappear.

NATIONAL/LOCAL THRIVING

Whilst the nation-state may be eroding, learning how to reinvent democracy into some more participative process will be increasingly important if aspirations for

equity and progress are to be realised. There is widespread dissatisfaction or disinterest in instruments of governance. If the collective learning is to create new means and processes for participative democracy, then at the individual level, the challenge is to learn how to practise it – and understand its importance. As economic turbulence and restructuring proceed apace, learning to earn a living through ‘the start-up of you’ must gain centre stage. In our increasingly longer lives, we must learn to expect and embrace change of job, career, field, skill-set – not once but regularly. And as economies will increasingly depend upon entrepreneurship and creativity, so too will individuals, both for material wellbeing and their own satisfaction. The processes of learning and earning will become symbiotic. So, as there will be no sharp distinction in start- and end-points of education and work, learning’s purpose and function will be intrinsic to working life. Learning to make a living successfully and contribute to the new economies will entail learning to think and act ‘green, lean, and eco’. It will also mean learning to adapt to work with automation, and with co-workers who are robots.

INTERPERSONAL THRIVING

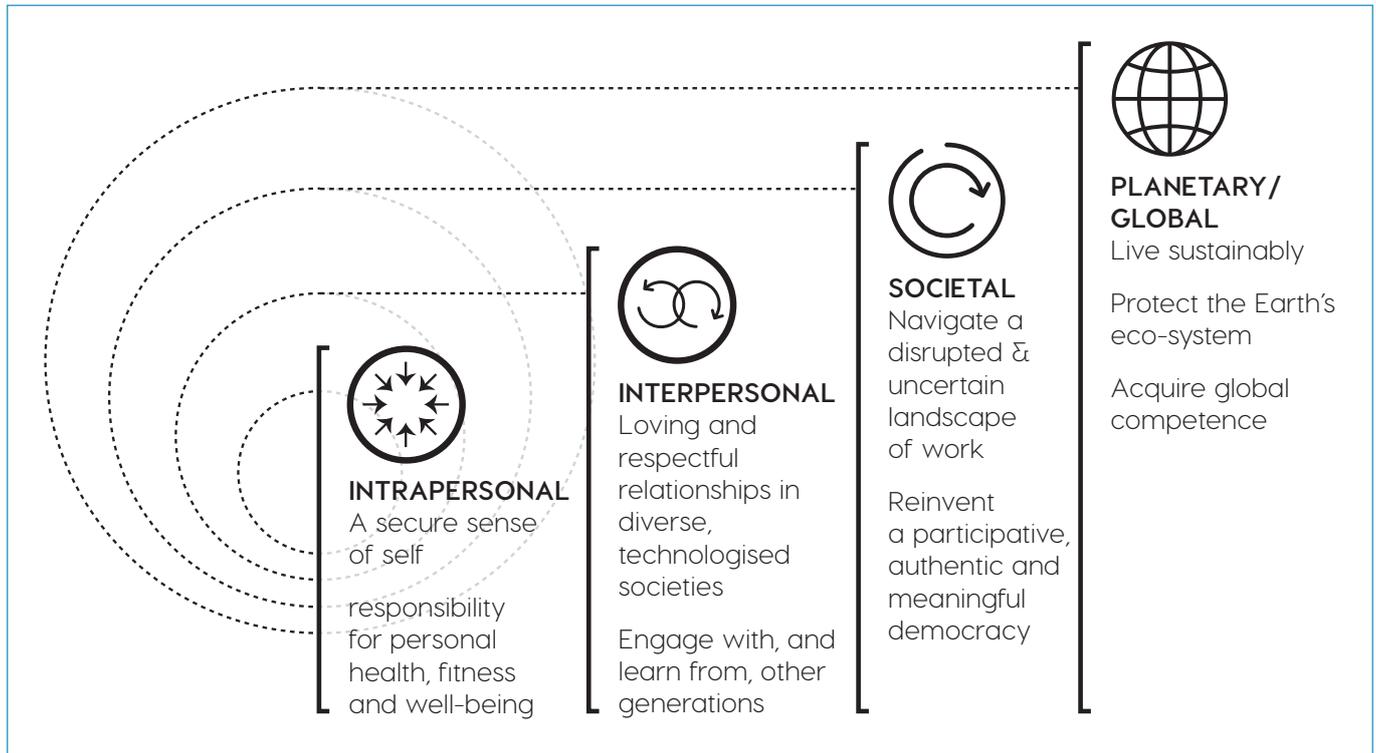
The evidence is clear-cut. The finding of the most extensive longitudinal study of adults ever is simple: “good relationships keep us happier and healthier”. As we become more reflective (and knowledgeable) about the conditions for, and skills involved in, creating and maintaining healthy human relationships, we recognise the scope for learning in this space. The damage done to individuals through dysfunctional families; the scarring of societies by sexist and racist behaviours – from atrocities to discrimination – is incalculable. Again, fast-changing conditions in this century increase the urgency for education to address this cluster of challenges. Changes to family structures, multicultural communities, provide the diverse contexts within which learning to relate authentically, and respectfully takes place. Education needs to equip learners with the knowledge base and the skills to acquire empathy

and insight. Engagement in the arts of all forms is one route for achieving this. Though digital technologies in learning are a liberating force, they have also created the spectre of the ‘new Mowgli’s’ – brought up by screens, unsocialised and isolated. In an age when immersion in digital environments has been responsible for the pornographication of sex, compounding grotesque sexism, it is a challenge for learning to enable people to acquire sexual identities which do not harm; but rather enhance and humanise life. Finally, learning to care for and nurture others must in the future extend well beyond family ties: demographic changes are creating aged societies, few members of which will remain healthy and independent till death.

INTRA-PERSONAL THRIVING

Learning about and within our own selves presents the ultimate frontier – and for some thinkers is the precondition for authentic learning in other domains. But in the 21st century the notion of ‘self’ will change; humans will have access to more and more forms of enhancement (physical and cognitive). Humans must learn to deal with exponentially increased levels of artificial intelligence applied to everyday life; to a gradual incorporation into our own bodies of powerful technologies. Life journeys will be much longer, centenarians not unusual. Taking early personal responsibility for health and fitness will be a precondition for later wellbeing (in addition to preventing the collapse of health systems because of lifestyle illnesses like the obesity epidemic). Dignity, purpose and social engagement will be the dividends of continuing to learn. And lastly, the spiritual dimension cannot be omitted. Increasingly, in mechanised, technology-infused, confusing modern life, the need for mindfulness, awareness, inner silence and balance is becoming more acute. Organised learning must provide the means for its acquisition. There are many routes: the joy of the arts is one. Ultimately however, we cannot avoid the conclusion that there is an enduring response to this question of learning’s purpose. It consists in wisdom – though redefined for our post-modern context.

What would bringing these imperatives in to the centre of our learning goals, instead of at the periphery, look like? Something like this perhaps:



And there are visionary educators in schools across the world who are doing just that. In the UK, the system conditions are set firmly against such a direction because there is no public leadership able to articulate a new purpose for education.

WHERE ARE THE POLITICIANS WHO WILL FACE THIS?

The public debate around education (in the UK especially, but not exclusively) is truly pitiful. The agenda ranges from “bring back the grammars, the selection, knowledge-transmission!” from one political wing; to “more money!” (for the same-old, same-old) at the other. Yet radical redesign is needed, and it is urgent. There will only be an appetite for this when education’s purpose is refreshed. Where are the politicians who can start to shape and frame that debate? To be sure, they face an uphill struggle. Vested interests and the media collude to maintain an echo-chamber which constrains how people can think about these issues. Many parents, given the space to reflect and consider the challenges, are profoundly discontented with the current offer. And a number of systems around the world are starting to show how shift can be achieved. Crucially, there are now numerous

examples of schools demonstrating how a futures-oriented set of purposes can be transformational for their learners.

In such schools the dimensions of learning stay the same: they address knowledge, skills, dispositions and values. Of these, values have been the least considered in conventional systems, and yet are perhaps the most critical. We should ponder the fact that Goebbels had a PhD in literature. And the people who caused the financial crisis of 2008 were not ‘uneducated’.

The year 2016 saw a sea-change across Europe and the US of political culture, with global implications: the rise of successful populist demagoguery, relying on ‘post-truth’ campaigns, signalling the howl of exclusion and impotence that large sections of those populations experience. But education continues with the old prospectus: the promise of ‘succeeding’ (gaining better competitive access to the shrinking pool of good jobs) if the right knowledge and skills are acquired. Many have seen how hollow this promise has been. Educators can’t struggle with creating a different debate and a new prospectus alone. It’s time for a new generation of politicians to create a fresh narrative and new possibilities.

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¹ For example: in the US over the last 40 years, the average spending per pupil has doubled (from \$4529 to \$11,184) but achievement on the National Assessment of Education progress has barely moved

² Schwab K. 2016. The Fourth Industrial Revolution. World Economic Forum



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Does it Count?

IT'S TIME TO TELL THE EMPEROR HE'S NAKED...

David Price

Is our apparent obsession with standardised testing fit for future?



DAVID PRICE

Ask any teacher, anywhere in the world, what is the most frequently asked question they get asked by their students and they'll almost certainly reply, "Why do we have to learn this?" The teacher then responds with a mildly-exasperated sigh. Personally, I had no problem during my fifteen-year teaching career with my students asking this. If they've given up over a third of their waking hours to be in your company I figure they deserve an answer.

However, the good news for exasperated teachers is that "Why do we have to learn this?" may now have been knocked off the top spot. The bad news is that its successor tends to provoke even more exasperation. When assigning tasks, today's teacher, in most developed

countries, is now likely to be met with "Does it count?"

Loosely translated, this means "Are there marks for this coursework?", or "Is it going to be on the test, because if it's not, I'm not doing it." This isn't what most educators came into teaching for. But, once again, I don't think we can blame the students.

I was once in a bar in London. The young barman turned out to be a post-graduate, and I asked him what else he did to earn a living. "I write degree dissertations for Chinese students – five hundred pounds for five thousand words." Trying to stifle my holier-than-thou-ness, I mumbled, "Tell me, do you not feel, well, morally compromised by doing that?" His response was unforgettable. He shrugged, and said: "It's the end-result of a market-driven system."

And that's why we can't get too upset by our classroom students' question – they're merely the end-result of a market-driven system. As I write, the big news story on TV concerns the uncovering of the practice of excluding students at St Olave's Grammar School in South-East London (founded 1571), because their interim tests predicted they would fail to get a B, or above, in their A-level examinations. The school has since relented, but, according to the Times Educational Supplement, around twenty thousand students per year¹ quit before taking their terminal exams. It's impossible to say how many of them left voluntarily, or were pushed out, but you don't have to look very far to see the driving force behind the St Olave's exclusions. Their website homepage boasts:

"In a record year at St Olave's Grammar School, students achieved a stunning 96% A/B grades. A total of 75% of all grades were at A*/A, 3 percentage points up on last year's. 32 students gained straight A* grades in at least 3 subjects. We did this by kicking out the dross that would have besmirched our reputation by getting a 'C' in their A-levels."*

OK, so I made that last sentence up. But whichever way you look at it, it's pretty reprehensible behaviour. However, the pressure placed on schools by the publication of school league tables is potentially corrupting – whether you are St Olave's, and especially if you are an inner-city high school, dealing with a host of social problems in a 'no-excuses' culture. Is it so surprising that some feel obliged to game the system?

Like the London barman who helped Chinese students buy their degrees, St Olave's and the rest are simply proving that W.E. Demming, the management guru, was right when he said "It's human nature – give me a target, and I'll find a way to hit it."

The frequently unasked question, however, burrowing at the heart of the 'Does it count?' dilemma is this: Does our apparent obsession with standardised testing count? Let's take a look at this from a number of perspectives:

DOES IT COUNT TOWARDS IMPROVING OUR EDUCATION SYSTEM?

At first glance the answer to this question would be an obvious 'yes'. I mean, how else are we going to know if any given instructional strategy works, except by

rigorously gathering evidence of its impact? The ‘datafication of education’ is rampant. While working in Australia, I was shown a report card for a student at a school in South-East England. It was simply a print-out of the mass of data collected on the student, including interim test scores, targets and predicted grades, for each subject studied. No comments. No data on the student’s contribution to class discussions or wellbeing. Just a bunch of letters and numbers. The horrified Australian teacher was sharing it with colleagues as a warning that they could be heading down the same data-obsessed road.

Of course, data is important. It can inform changes of practice and policy. But a slavish adherence to data can be depersonalising, deskilling and destabilising for parents, teachers and students. But perhaps these are sacrifices worth making if the end goal is unambiguous proof of effective teaching practice?

In the US, UK and Australia, various versions of ‘What Works’ are being touted as the key to objective ‘evidence-based improvement’. I’m not arguing that any skilled practitioner shouldn’t be gathering data on their student’s progress, but as we’ve already seen, when that evidence is gathered under high-stakes conditions, it can be subject to distortion. And when it’s the only evidence gathered, as is the case in most educational trials, then things can get dangerously prescriptive. In the overwhelming majority of trials, evaluations and pilot initiatives, the sole yardstick is – did the student’s test scores improve? This is an overly-narrow arbiter of success and, as has been pointed out by Prof. Yong Zhao and others, ignores the side-effects of any given intervention. We wouldn’t approve a cancer treatment, however successful, if the patient suffered a total loss of appetite and subsequent starvation. So, why do we approve literacy interventions without checking to see if the side effects include, say, the student’s desire to read?

Unless we want to regard kids as a set of automated widgets in a factory, shouldn’t we be coming to conclusions on what works by drawing on a far wider set of indicators?

DOES IT COUNT TOWARDS NATIONAL PROSPERITY?

Categorically not. The PISA international assessments of performance in Literacy, Numeracy and Science have become the holy grail of evidence, when in fact they are the Emperor’s New Clothes of education. In fairness, the OECD, who administer the tests, never intended for them to be the triennial judgement on whether we’re all going to hell in a handcart – it’s just politicians and journalists that have turned them into the ultimate high-stakes test. National education strategies all over the world are formulated with the desired intent to ‘make our nation globally competitive’, invariably citing run-of-the-mill performances in PISA league tables as warning signs that, in the race-to-the-top, we are falling behind.

The ridiculous over-simplification of these pronouncements can be exposed by looking at just one country’s correlation with PISA over a range of measures: America. Out of more than 65 countries assessed by PISA, the United States has consistently ranked mid-table. Could do better. Cue Secretaries of State for Education in the White House, over nearly 20 years, calling for more standardised testing to improve student performance (which is akin to growing healthy plants by pulling them up on a regular basis to see how they’re doing). So, let’s see how it’s affecting their national performances:

- Institute for Management Development’s Index of Global Competitiveness 1996-2015 #1: USA
- Thomson Reuters Analysis of Scientific Papers Published 2001-2011 #1: USA
- Number of Mathematics Papers published #1: USA
- Global Creativity Index 2015 #2: USA
- Innovation Index (as judged by patents produced) #1: USA
- Global Entrepreneurship Index #1: USA

(Note: the target populations for most of the above were adults aged 25 to 35. PISA performance of this age cohort during 2000–2009 – when they were 15-year-olds – for reading, maths and science, have been on, or close to, OECD mean scores. Mid-table obscurity,

in other words),² ‘PISA Hysteria’ isn’t based upon any sensible correlation between a country’s ranking and a range of prosperity measures. So, why does it matter? Because the drive behind more standardised testing, across a range of countries, is fuelled, primarily, by official responses to PISA results. Roll on the day when an Education Secretary of State responds to PISA by saying “We’ve looked at the data and decided that it doesn’t really tell us anything, so we’ll keep doing what we think is best for the wellbeing and future prospects of our children.” Maybe the Finns already did it. Here in the UK, if the education strategies of successive governments has been to significantly improve our performance in global rankings, then we have succeeded in making our kids miserable (as Madeleine Holt and John Rees will attest in the following chapters), but failed miserably in the government’s stated objective. Lose-lose. Rather than accept that the ‘exam factories’ that our schools have become, doesn’t work, for anyone, some government ministers and, shamefully, some educators, blame the students, labelling them ‘generation snowflake’.³

DOES IT COUNT FOR OUR CHILDREN’S LIFE CHANCES?

Apparently not. Despite its seemingly counter-intuitive nature, test scores do not indicate who’s going to succeed in getting into university, or into well-paid employment. Research suggests a range of significantly better indicators: the obvious one of economic status; levels of self-belief; the ability to build relationships and networks; resilience...all better at predicting future success than how well they did in exams.

This collective self-delusion – that performance in academic tests predicts future success in life – is at the heart of what Guy Claxton described at the start of this book: swathes of children feeling inadequate as a result of the false elevation of the intellectual over the practical. The consequence of this denigration of vocational skills, from successive governments, couldn’t be more ironic: the very jobs that are hard for machines to replace are of the ‘non-



routine manual' variety (electricians, plasterers, plumbers). Yet our current system is churning out students who can do 'routine cognitive' tasks (office admin workers who process information) that robots can do miles better than humans.

We all want our children to be secure later in life. So, what does indicate their future life chances? During the past couple of years a number of studies point to two highly correlated indicators: reading for pleasure and student engagement. Numerous studies have linked the so-called 'reading quotient' (the amount of leisure reading a child is engaged in) with academic performance and career/college readiness⁴. Equally, a twenty year longitudinal study⁵ found that children's interest and engagement in school influences their prospects of educational and occupational success 20 years later, over and above their academic attainment and socioeconomic background. In case you missed that, it found that exams were a poor proxy for kid's life chances, and that an engaged child from a low socioeconomic group would fare better, twenty years on, than a disengaged child from a middle-class background.

In the context of seemingly ever-widening social inequality, doesn't it make sense to focus our energies upon the things that we currently don't measure but that clearly make a difference to kids' long-term future prospects, like reading for pleasure and being engaged in school?

Ah, but there's the rub – long-term. Everything about our education system has to be judged in the short-term. Education ministers get four to five years (if they're lucky) to make their mark and be judged accordingly; schools are judged by their ability to push their students one more rung up the ladder (high-school or college), and colleges are judged by short-term employability rates. How different would school's priorities look if they were judged by their student's life prospects 10, 15 or even 20 years after they left, rather than last year's exam results?

DOES IT COUNT FOR EMPLOYERS AND COLLEGES?

Currently, the only truthful answer is yes. Exam grades still open or close doors. But talk to any college admissions officer, or any head of human resources, and they'll tell you that it's a question of convenience, not preference. Faced with thousands of applicants, some filters have to be applied – but no-one is very happy with the current system of grade cut-off. That dissatisfaction is only going to grow, as the costs of making the wrong selections outweighs the convenience.

Some of the world's biggest corporations, including Google, Ernst & Young, Apple, Costco, IBM, are no longer interested in whether the applicant has a degree, arguing that it's not what you know that matters, but what you can do with what you know. So, the jobs of the future will increasingly ask for an applicant's portfolio, or their networks, or their LinkedIn recommendations, rather than a qualification. Companies like Entelo help companies like Cisco, Sony, Netflix, United Airlines and Tesla, overcome this dissatisfaction with the traditional CV/degree selection process, by using incredibly sophisticated software that 'mines every social network on the internet to identify hundreds of millions of potential candidates, then uses predictive analytics to identify the best fit according to criteria set by the client.

When the number of companies using big data, rather than student grades, to identify talent reaches a tipping point, then the whole edifice of standardised testing ceases to have relevance.

Employers no longer rely on qualifications, so colleges and schools have to re-think assessment requirements. The ability to recall and regurgitate in a timed exam disappears – acquiring skills, learning dispositions and building a portfolio replaces test prep. Some visionary schools and universities already do this, but they're still the beautiful exceptions. In time, it will become the norm.

DOES IT COUNT FOR SCHOOLS AND TEACHERS?

Absolutely, with no imminent relaxation in high-stakes accountability on the horizon, it takes a brave school leader to speak out. One who did was Rachel Tomlinson, the headteacher of Barrowford Primary School in Lancashire, England. Writing to parents following their Standard Attainment Tests, Rachel praised the children's efforts, but made it clear that the school did not see their scores as representative of their true talents:

"We are concerned that these tests do not always assess all of what it is that make each of you special and unique. The people who create these tests and score them do not know each of you – the way your teachers do, the way I hope to, and certainly not the way your families do. They do not know that many of you speak two languages. They do not know that you can play a musical instrument or that you can dance or paint a picture."

The letter was picked up by Twitter and went viral. Rachel, astonished by the reaction, soon found out that public disagreement with 'what counts' has consequences. Within a year, the schools inspections agency OFSTED had visited the school, and judged it 'inadequate', commenting that "The headteacher's leadership has emphasised developing pupils' emotional and social wellbeing more than the attainment of high standards." Curiously, the school's previous inspection, in 2012, judged the school 'good' – the same conclusion as the most recent inspection, in 2016. Good in 2012. Good in 2016. Inadequate in 2015, the year after speaking out against high stakes testing. Coincidental?

Another leader that has tried to balance the development of future-focused skills

with the need to achieve acceptable standardised test-scores, is Mark Moorhouse, headteacher of Matthew Moss High School (MMHS) in Rochdale, England. Serving a neighbourhood of high diversity and low socioeconomic status, the school has prioritised the development of self-directed learning skills. An independent report from the University of Bristol⁶, on how their students fared beyond school, found that such a focus meant that MMHS students who went on to further study 'performed at a higher level than comparable cohorts of students from other schools', and that 'this capability stays with them in their onward destinations in formal education'. This commitment to students' long-term prospects gains no credit and shows up on no report cards. But schools like Matthew Moss do it anyway – because it's the right thing to do. And if the system could end its fixation with such a narrow set of measures, as Mark Moorhouse argues, we'd liberate our schools and our young people:

"It is entirely possible for schools to deliver academic excellence within a developmental experience which equips young people to thrive in the shifting world of the 21st century. And with a green light from those in power, they would, producing huge social, economic and personal benefit."

With more UK teachers leaving the profession than joining it, there's an urgent need to ask why it's become such an undesirable occupation. A Guardian survey last year found that 43% of teachers in England's state schools were planning on leaving within the next five years. So, a crisis looms. When asked why they're leaving, teachers almost always cite workload as the primary reason. But it's not simply the amount of work. It's what they see as the pointlessness of the data-collection, target setting, form-filling. All of it created to ensure that OFSTED inspections are passed, evidence can be produced, results can be defended, and students can be adequately prepared for tests that increasingly meet no needs, other than politicians needing to 'make schools accountable'.

Zoe Brown, one of those who left the profession in 2016, told The Independent newspaper: "I some ways I don't feel like a teacher at all anymore. I prepare children for tests and, if I'm honest, I do it quite well. It's not something I'm particularly proud of, as it's not as if I have provided my class with any transferable, real-life skills during the process. They've not enjoyed it, I've not enjoyed it, but we've done it: one thing my children know how to do is answer test questions."

DOES IT COUNT TOWARDS A FUTURE-READY SOCIETY?

The point of intense frustration for many is that it doesn't have to be like this. As we've seen, technology now enables employers to harness the incredible power and sophistication of social and predictive analytics to hire just the right employee, instead of the one with the best grades, or resume. Those same technologies could be used by schools to provide a complete, individualised picture of a student's growth – academic, vocational, creative, personal and social, among many other datasets – instead of pigeonholing them by their grades. In no way should this make schools any less accountable. Indeed, their accountability could only widen as a broader range of stakeholders have a profile of the student's progress. Parents, potential employers, college admissions staff and not least students themselves, would all have the information they need to have rich conversations about students' unique talents, their ability to work in teams, what they've made and the networks they've built, their resilience when handling setbacks, their commitment to learning outside, and beyond, school – and their capacity, as Valerie Hannon writes of in her article, to thrive.

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David leads organisational, national and international learning projects, solving the problems of employee, student and civic disengagement; maximising our potential to be creative, innovative and fulfilled citizens. He's also a professional musician and composer having performed all over the world and penned songs for the likes of Marianne Faithful.

¹ <https://www.tes.com/news/school-news/breaking-news/more-20k-pupils-leave-school-sixth-forms-end-a-level-courses>

² <http://christienken.com/2016/11/15/pisa-results-are-coming-and-why-it-does-not-matter>

³ Collins Dictionary defines it as a collective term for young adults of the 2010s

⁴ See www.readkiddoread.com for a wide range of evidence

⁵ Abbott-Chapman, J et al, The longitudinal association of childhood school engagement with adult educational and occupational achievement: findings from an Australian national study (2013) British Education Research Journal

⁶ Crick, Huang, Munoz & Small Freedom to learn and engage: the impact of a learner-centred pedagogy on student progress, outcomes and prospects (2014) University of Bristol

Pastoral Care Plus?

HAPPIER CHILDREN, HAPPIER CLASSROOMS,
HAPPIER RETENTION RATES.

Natalie Costa

It is no secret that attracting and retaining the brightest talent, both leading and participating in our classrooms, is high on the priority list for Independent schools.



As we look for ways we can show and demonstrate our uniqueness and our edge during our open days and beyond, are we missing a trick by overlooking how we can improve the experience of being at school in a broader, deeper way? Yes, facilities must be excellent. Yes, talent must lead our classes. Yes, academia must come first and yet, when it comes to being the best we can be, how often do we consider how our students feel, versus what they think?

We have all been there. An end of term meeting and the discussion turns to pastoral

care about students who are experiencing emotional issues affecting their learning; or instances of bullying have reached parent's ears and all attention turns to us. What can we do? When will it stop? Words alone or closely observing certain situations will rarely cut the mustard.

Add to this an expectation that we should be pushing boundaries and pursuing excellence when it comes to the complete child experience, where do we go from here?

Some of the answers are closer than we think.

Increasingly, we adults are exploring and investing in improving our emotional and mental health. For you it might be self-care habits, being more aware of having offline time, time on your yoga mat, perhaps using apps and self-development books to bring more clarity and calm to your day. Every little helps and even small shifts can make a big difference which we can feel and notice.

Up to now, the focus on wellbeing and building life skills has been reserved for grown-ups, but what about if we were to tailor and design these mindful methods to suit and support our students and young people? Providing them with a toolkit to tap into in their early years, that would help them during these crucial life stages, resulting in happier, more resilient students. Students that can manage their workload, self-soothe when things don't go to plan, gather themselves to try again and have the confidence to ask questions and from there, excel.

To be clear, providing support of a mindful nature, is NOT intended to replace or dilute the experiences that make childhood and school life what it's supposed to be. After

all, ups, downs and challenges make us who we are. We have the opportunity, however, to support our children to build their resilience so they are better able to manage their emotions, respond to obstacles in a more resourceful way allowing them to feel calmer, happier and more confident within themselves at school. Happier children, in happier classrooms, taking happier experiences home to share with mum and dad.

But this does not just make sense anecdotally and a 2017 report presented data that displays the need. Specifically, the UK Government's recent publication of the Green Paper on Children and Young People's Mental Health, states that, "One in ten young people has some form of diagnosable mental health condition and we know that children with mental health problems face unequal chances in their lives, particularly where childhood mental health issues continue into adulthood."

It's therefore now more important than ever that the wellbeing offering we provide for our children in school is stepped up and advanced so that we are supporting future generations with the best possible tools and resources to lead happy, healthy and fulfilling lives.

By doing this we not only help our students but our retention potential too.

Consider this, as direct as it sounds, if you Google the other independent schools that you know you sit beside when it comes to parent selections, you will not find much differentiation in content, tone or message when pastoral support is highlighted.

We owe parents and our students more than this. After all, it is often the emotional

connection as well as the academic performance which will influence students and teachers coming back term after term and we simply cannot be seen to take this for granted.

From the moment our children are sent to school they are taught how to think, how to problem solve, how to ask questions and find solutions. They are taught how to expand their thinking skills, ask critical questions and hone and utilise their creativity. Our children are taught how to explore, create and design new concepts. Yet, do we actually teach them how to think? And how to manage those thoughts and resulting feelings?

Our schools can be a potential breeding ground for feelings of worry, emotional wobbles and overwhelm especially at exam time. It is no surprise when considering research by The National Science Foundation, estimated that our brains have the ability to produce 12,000 to 50,000 (some reports suggest higher) thoughts on any given day. Unfortunately, the majority of these thoughts aren't overly productive – usually involving dwelling on the past or the future and obsessing over mistakes, which is all too easy to do in school.

The worry and anxiety students associate with making mistakes and getting things wrong is something that I regularly see when working with children. During a survey which I conducted at a London school in 2016, over 82% of children aged 7 - 12 were afraid of making mistakes. They mentioned that they were afraid of, "Getting things wrong, of being the only one in the class who doesn't understand, of not being as smart as my friends," or "Of being at the top of the class and then not staying at the top."

They shared how these worries would often get in their way, preventing them from speaking up, asking questions or trying something new. In some instances, children would hold themselves back out of fear of making a mistake in front of their peers, they mentioned that they felt sad, upset or agitated, they struggle to concentrate and are not be able to perform to their highest potential.

It is here we have the opportunity to plug the gaps and provide the experiences,

tools and methods to help our students navigate through emotionally testing times. Supporting academic performance through these enhancements and ramping up the potential for achievement and greater success.

Incorporating approaches such as mindfulness and coaching strategies can greatly help children to develop their mental and emotional wellbeing. Providing sessions which are fun and interactive, where children are able to explore confidence, self-belief, awareness of thoughts etc, will begin to raise their awareness of their mental wellbeing.

Learning to use practical tools in stressful situations such as:

- Reframing anxiety to excitement before a presentation
- Stepping out of the worry loop before an exam
- Breathing activities before competitions

All come together so that children are able to respond from a more resourceful state, thus allowing them to feel calmer, happier and more confident.

And linking back to the question of retention - children who are happy within their school environment will stay at school. If we are able to expand opportunities so that our children are supported to the very highest degree, both mentally and emotionally, then why wouldn't we?

Through my work within schools and helping build and expand their support, I often hear how children are able to apply the strategies taught before their tests and exams. Tools are being used on the football pitch or before a tennis match, sibling squabbles are reduced, mistakes and failures are put in perspective.

A mum recently shared how her son, 5 years of age, would initially be frustrated and upset when he scored low on his spelling test. However, he was able to shift his focus and instead of his usual outburst he proudly stated that although he only scored 5/10, he got 5 words correct and he was busy 'training his brain'.

Again, the objective through these investments in emotional health is not to shelter our students from making mistakes.

We do not want to deny them the growth opportunities that are part and parcel of school and home life, but to help them experience these with more calm and confidence so that they can find their own way and stand up from every stumble.

The intention is helping children to become aware of their own emotional and mental wellbeing. To be more aware of their thoughts and then, about choosing to face their challenges from a mindset that is resilient, allowing them to be brave and bounce back, feeling happier and confident.

Circling back to our own personal perspectives, imagine if you could have known at school the tools and practices you use now to help you manage the challenges and pace of your life? Exactly. Think of the difference that emotional as well as academic support can make to not only the students that could perform better, but also those that are at the top of our classes?

Happier children will go all the way. Happy children are supported by their parents and they will want to stay. They will want to continue to grow and to flourish within the supportive environment that we have created for them.

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"Managing your 50,000 daily thoughts." Sentient Developments: Science, Futurism, Life. March 19, 2007 www.sentientdevelopments.com

Power Thoughts by Natalie Costa www.powerthoughts.co.uk

Natalie Costa is a life coach, teacher and speaker whose mission is to help young people tap into the 'power' of their mind and use it as a tool to help them grow and learn. Having taught within a variety of schools throughout London for the past 12 years, she now works as a performance coach, with her work featured in the national press, podcasts and even live morning television.

The Head at the Heart

RETENTION AND RECRUITMENT.

David Preston

Of all the things we face as Heads, recruitment and retention challenges small independent schools within the ISA. I do not doubt that similar pressures will manifest in the larger schools too. For effective pupil recruitment, we each have to be able to answer explicitly why a parent should elect to send their child to our school over any other.



In September 2016, at the start of my Headship, pupil numbers at Arnold Lodge were c. 160 and reflected a steady decline over a number of years. For September 2018, we have over 225 pupils confirmed on roll and we will continue to recruit through the rest of the academic year. While the numbers are relatively small, 40% growth in just two years is an outstanding performance for the school. Our success in recruitment and retention is not down to any single strategy.

Before converting to all-through in 2008, Arnold Lodge had been a preparatory school. The move to all-through changed the very nature of the school. Before, we prepped for the 11+. Now, we didn't. This, in many ways, had a destabilising influence on the culture of the school. What exactly did we stand for? What did we want to achieve? Which pupils and parents were our demographic?

While working through these questions, I read about Simon Sinek's principle of the 'golden circle' (you are probably familiar with this, but if not, look it up on YouTube). Too often, schools will focus on *what* their results are and *how* they do it. In many cases, this is similar across our sector and can create a homogeneous message that simply changes with the logo. The 'How' (excellent teaching, small classes, wider curriculum opportunities) and the 'What' (excellent results, well-rounded pupils) is, I'm sure, something we all strive for and, more or less, all have in common. Instead, if we focus on *why* our schools exist, we can provide a clear differentiation within a competitive market. What is the motivation of your school? What do you believe as a community? *Why* do you get

up each day to do the job you do? *Why* does your school do what it does?

At Arnold Lodge, we believe happy children learn best. Building an ethos and culture that focuses on the welfare and happiness of children is, we think, central to learning. That is our *why* and, in many ways, the ability to articulate this has been central to the shift in growth.

ARNOLD LODGE SCHOOL'S MISSION:

To develop the happiness, confidence and skills of each pupil so they can be successful in their aspirations.

As the *why* evolved into a school mission, it became clear that the 'values' of the school needed to be reviewed in line with this. Previously, we had had a series of values (there were around five) and each had a series of statements that were written by the leadership team. These were, to my mind, nonsense. The culture and values of a school is not what we, as Senior Leaders, say it is. Nor is it what we post on the website.

Instead, it is the lived experience of every part of your school community, every moment of the school day. If the staff, pupils and parents within a school community are not able to articulate and aspire towards the vision, values and ethos, then it simply is not there. The process to work through a shared vision and values deserves an article of its own – suffice to say that the more stakeholders engaged in the process, the more genuine the outcome becomes. For Arnold Lodge, three school values emerged - Honesty, Hard Work and Kindness. These values reflected the



heritage of the school, the more recent success and values that would serve the school community well in the future.

Our Pupil Parliament (school council, in effect) developed the idea of building a new house system around the values. Our old house system (Saxon House, Stuart House, Tudor House and Windsor House) had allowed pupils to enjoy friendly in-school competition, but there was little to differentiate between the meaning for the houses (save the associated colour). Our new house system set out to be able to give daily meaning to the pupils in relation to the school values and add an extra competitive edge.

Once the new house names were selected (Veritas – truth and honesty, Amicus – friendship and kindness, Dedicas – hard work and dedication), a series of mantras were written for each house. The mantras make up the whole of the school ethos with a ‘weekly mantra’ as the theme for assemblies, PSHEE and Mentor time. We have designed a questionnaire for pupils throughout the school that gives a ‘score’ for each house to ensure that the house they join reflects their personality. For Reception, we watch their interactions and place them accordingly from here.

Alongside the benefits of a freshly rebooted – and now fiercely competitive – house system, the change has meant that every pupil has a firm grasp of the culture, ethos and values of our school. While I am pushing my luck a little with Reception, from Year 1 onwards every pupil can explain to me the house they’re in, the core values of their house (and the other houses) and the ethos of the school. This, I think, has been the key change for Arnold Lodge in the past few years. No longer is the ethos something that is intangible or found on the website – now, it is something that staff, pupils and parents can all directly engage

in, every day. Having pupils explain the culture and ethos of Arnold Lodge on a tour with prospective parents is more effective than it could ever be coming from me.

As we asserted clarity around our values, ethos and vision, we were able to provide clear differentiation in our marketing and messaging. While this was a significant step towards improving recruitment, it would not be enough on its own. We invested in developing our marketing and admissions team to ensure that we had adequate staffing to handle enquiries. It is important that interactions with the school from the very first enquiry be of an excellent quality and I do not think we can overstate the value of polite, helpful and timely responses to initial enquiries. In a competitive market, the relationship built with the admissions team can make the difference between one school and another.

Growing the reputation of your school and increasing awareness for prospective parents is, of course, another facet to growth in pupil numbers. Before delving into marketing there is one thing you have to get right: your school website and your school Wikipedia page. Parents will search your school and they will read your website. Invest in your website and a good quality photographer for the images and you will most certainly see the return. Check on the Wikipedia page as it will, like your website, be read by prospective parents (and do not forget it can be changed!). It cannot be overstated the impact good first impressions have for parents and a modern and well-maintained website is key. In a similar vein, we prioritised capital expenditure last summer towards our Reception area and the creation of a ‘meeting room’ for parents to ensure those initial moments of entering the school reflected the qualities – and values! – that we aspired for.

When looking for growth in pupil numbers, it is all too easy to feel that a large marketing spend is the answer. If you are a smaller school like Arnold Lodge, it is impossible to match the marketing spend of larger schools in the area. It is important, therefore, that any money spent on marketing goes towards high quality and high impact items. Over the years, we have tried a whole range of marketing (billboards, text message blasts, bus backs, Facebook advertising, leaflet drops, newspaper adverts, local sponsorship). Each, in their own way, was effective but often the value of the return simply did not make a worthwhile investment. Instead, we target our marketing budget on billboards for key entry points (September for Y7, for example), digital advertising (brush up on using facebook business manager – you can directly target your specific audience) and local PR (newspaper editorial, adverts and local placement). This, we have found, provides the best value for money.

In many ways, the best marketing is the one that is free. Word of mouth is most powerful, but there is plenty that can be done in addition to this. Engage with your local community as often as you can (in full uniform!) to get the word out there about your school. Sing at a retirement home, run charity events, have a stall at the local food fair and sell cupcakes – while this will be beneficial for your pupils’ experience, it will also engage the local community in your school.

There really is not a magic recipe to successful school growth. While I am hopeful that Arnold Lodge’s story may provide help for some, I know that so much varies on the local context, the nature of your competitors and the context of your own school, too. If you do one thing to support your plans for retention and recruitment, answer the question “why pick our school?” and ask a variety of stakeholders to do the same. If they are the same, wonderful! Share that and build on it for your messaging. If they are not, seize the chance to begin sharing the story of your culture, ethos and vision. Either way, it will make a difference.

David Preston is Headteacher at Arnold Lodge School, a Co-Educational Independent Day School for pupils from 4-18.



Dates for Your Diary

BADMINTON

Thursday 6 December 2018
Nottingham University

FOOTBALL

Girls Tournament
Tuesday 9 October 2018
LVS Ascot

HOCKEY

U15 Boys and Girls
Thursday 15 November 2018
Ashford Hockey Club

U11/U13 National Junior Girls Hockey
Thursday 22 November 2018
Lee Valley Hockey and Tennis Centre

RUGBY

U10
Wednesday 7 November 2018
Littlegarth School

U11
Friday 9 November 2018
Bedford Athletic RFC

SAILING

Friday 28 September 2018
Queen Mother Reservoir Berkshire

SWIMMING

London Olympic Pool
Saturday 1 or Sunday 2 December 2018
(Date to be confirmed)

TRIATHLON

Junior
Friday 5 October 2018
Woodlands School, Hutton Manor

For more information visit
www.isaschools.org.uk/sports

ISA Sports



ASHLEIGH BOOTH -
NATIONAL SPORTS ASSISTANT



SCOTT BRAND -
NATIONAL SPORTS OFFICER

ISA Sport has hosted 31 national sporting events, including three that are new to the calendar this year. Highlights of the year include:

BADMINTON

On Thursday 7 December, the new £40m centre David Ross Sports Village at Nottingham University, that includes a 20-court Badminton Hall, hosted the inaugural Badminton Open. From ages 10-19, a total of 67 children took part across the day.

Congratulations to all the winners: Lingfield College (LS), The Webber Independent School (LN), Stanborough School (LN), Cambridge International School (E), Twycross House School(M), Swaminarayan School (LN), The King Alfred School (LN).

FOOTBALL

26 Schools took part in the Under-11 National 5-a-side Football Tournament in March. Playing ten matches in a day over the course of six hours is certainly a test of endurance. The final in the Cup Tournament saw Lady Barn House meet Alleyn Court with Lady Barn House coming away as overall victors with an impressive 3-0 win. Next year, the event moves to the renowned St George's Park, home of England Football, in May 2019.



GATEHOUSE SCHOOL UNDER 11 5-A-SIDE

A huge ISA Girls Football Festival took place on 11 October at LVS Ascot, with the opportunity for the participants to meet World Cup winner Heather O'Reilly (USA), Lioness Jade Moore and Jo Potter. Girls' football participation continues to rise rapidly with the ISA Festival attracting 391 participants representing 46 different teams and 31 schools, the event was at full capacity.

The overall winners are: Southbank International School (LW), Ballard School (LW), Meoncross School (LW).

HOCKEY

Ever popular, the National Junior Girls Hockey attracted 28 teams from 21 different schools on 23 November at the splendid Lee Valley Hockey Centre. All seven ISA regions were represented, and given the chance to play on the 2012 Olympic pitch. There were also 11 teams (39 Under-11 teams entered in total) on the reserve list which justifies separating the groups next year.

Thanks to St James Senior Boys School (LN) who generously organised another new event, the Under 15 Boys & Girls Hockey at Ashford HC on 7 November. The competition saw 14 Schools taking part in both boys and girls tournaments. The boys champions were LVS Ascot (LW). In the girls tournament, the same school was narrowly pipped to victory by a determined Hull Collegiate School (N).

RUGBY

The Under-10 Rugby Festival, on 1 November at Littlegarth School, was a new competition this year and included both a touch and contact rugby tournament as well as coaching masterclasses by external providers. 14 schools took part in the event, including four schools who had never previously entered an ISA national sports

event. Two days later, on 3 November at the Bedford Rugby club, Under-11 rugby teams had their turn, taking part in yet another festival which attracted teams to Rushmoor School (LN) from around the country.

SAILING

The Sailing Regatta which took place at the Queen Mother Reservoir Berkshire on 28 September, saw increased entries from last year with 29 children taking part, representing 12 different schools.

Congratulations to the winner: William from Claires Court (LW).

SWIMMING

On Sunday 21 January, ISA Sport returned to the London Aquatics Centre to host the 2018 National Swimming Finals. 85 events took place and a total of 17 national records were broken. Para-swimming was introduced to the competition for the first time in ISA's history, with seven talented swimmers from across the country representing their schools.

ISA Sport hopes to increase awareness of this opportunity so please do spread the word. Congratulations to everyone who took part and well done to the North region who finished with the highest points tally.

TRIATHLON

The Junior Triathlon saw 291 children from 24 schools take part at Woodlands School,



NATIONAL SWIMMING FINAL

Hutton Manor (E) in October. The winners were: Westward School (LW), Hawley Place School (LW).

Congratulations to the winners:

Westward School (LW) for the Junior Girls individual category

Hawley place School (LW) for Boys individual and Boys team categories

Westward School (LS) for Girls team category

Over the course of the academic year of 2018/19, ISA Sport are running many exciting sports events which offer a great range of competitive opportunities for your children. Many events are now accepting entries so if you are interested, please do go to the sports section of the ISA website.



SALESIAN COLLEGE (LN)



JUNIOR TRIATHLON



The ISA National Visual Art Competition 2018

START PLANNING YOUR ENTRIES

We are very proud to see the Art competition growing over the past few years. It is a great opportunity for your school to take part and show the creativity, imagination and talent of your pupils.

The ISA Art Handbook 2018 is available to download on our website and will provide you all the information you need for the competition in your area.

2018 REGIONAL COMPETITION DATES

South West: 26 April 2018 at St Joseph's School, Launceston PL15 8HN

London South: 14 June 2018 at St Faith's at Ash, Canterbury CT3 2HH

London North: 11 October 2018 at the Marriott Hotel, Waltham Abbey EN93LX

London West: 2 October 2018 at Norden Farm Centre for the Arts SL6 4PF

East: 13 October 2018 at Saint Nicholas School, Old Harlow CM17 0NJ

Midlands: 9 October 2018 at St Dominic's Brewood, Staffs ST19 9BA

North: 20 September 2018 at Greenbank Preparatory School, Cheadle Hulme SK8 6HU

Details of your local regional competition will be sent through to you direct from your local area art coordinators. If you require further information, or want to pass on your direct contact details, please get in touch with the Art Coordinator for your area (contact details on the committee page at the end of the journal).

The regional winners of each class must deliver the winning pieces to the National Finals, held at our Autumn Study Conference, 8-9 November 2018, venue tbc.

In 2017, 136 schools entered 1556 individual pieces of art into their regional heat of the competition, kindly organised by our volunteer area art representatives. This represents one third of ISA Membership.

TIME FLIES FROM MELANIE - OUR LADY'S CONVENT SCHOOL (M)

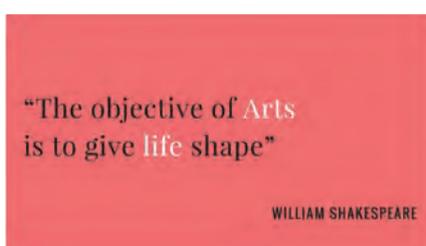


Shakespeare Monologues Competition 2018

For 2018 we launched a new, online competition for pupils to memorise a Shakespeare monologue and then film their performance. We were very pleased with the numbers of very high quality entries. Well done to all the very talented participants and congratulations to the winners.

It is a privilege and a joy to watch the videos, which are available to view on the Arts section of our website. If you are in need of an inspirational boost on a Friday afternoon, do log on and watch a couple. We can guarantee you will be affirmed in your belief in the value of arts education.

"The standard was very high. There was some wonderful verse speaking and a really great range of characters presented from comedy, history and tragedy. Often, a huge amount of effort had been put into staging and costume. Comprehension was excellent throughout. And a special mention must be given to anyone who wrote their own monologue, as this requires use of some incredible inference and imaginative skills. Well done



to all involved." Stuart Rathe – Education manager at the Shakespeare School Foundation (adjudicator).

Thank you to our sponsors Shakespeare Schools Festival and Theatre Tokens for their generous support of this competition.



Shakespeare Monologues 2018: RESULTS

A1 - KEY STAGE 2 LEARNT MONOLOGUE

First Prize	Hattie	Old Vicarage School (M)
Highly Commended	Oonagh	Oakfield Preparatory School (LS)

A2 - KEY STAGE 3 LEARNT MONOLOGUE

First Prize	Shaan	Old Vicarage School (M)
Highly Commended	Rhiannon	Adcote School for Girls (M)

A3 - KEY STAGE 4 LEARNT MONOLOGUE

First Prize	Freddie	Arts Educational Schools (LW)
Highly Commended	Katya	St James Senior Girls' School (LN)

A4 - KEY STAGE 5 LEARNT MONOLOGUE

First Prize	Michael	Italia Conti Academy of Theatre Arts (LN)
Highly Commended	Felicity Sara	Arts Educational Schools (LW) Alton Convent School (LW)

B1 - KEY STAGE 2 ORIGINAL MONOLOGUE

First Prize	Mark	St David's School, Purley (LS)
Highly Commended	James	SteePhill School (LS)

B2 - KEY STAGE 3 & 4 ORIGINAL MONOLOGUE

First Prize	Anastasia	Hawley Hurst School (LW)
Highly Commended	Ella Lia	Hawley Hurst School (LW) Arts Educational Schools (LW)

ISA Arts is Expanding - Stay in touch

We are very excited to work on new projects for 2018-19.

National and Regional Music Events: We are planning an amazing event for May 2019, with two singing and music workshops - "discover, learn, sing and have fun" is the vision.

Dance Competition: Because the Drama competition has been such a success and we know that our children are so talented, we are very excited to put together a Dance competition for our schools this year.

Keep in touch with ISA Arts and let us know your thoughts, we would love to hear from you. Just email marie-ange.moncuy@isaschools.org.uk

Follow us on Twitter! @ISAartsUK. If you are tweeting about school arts events, please tag us in your tweets. For instance when you post images of children with their certificates and/or prizes We love to see posts, or photos congratulating pupils on success in ISA arts competitions.

DON'T MISS OUT

STAY IN TOUCH for more information about competitions,

ISA new projects, and much more exciting Arts News

email marie-ange.moncuy@isaschools.org.uk with your contact details if you want to be added to our mailing lists





PERK'S BIRTHDAY - THE HAMMOND SCHOOL (N)



A MIDSUMMER NIGHT'S DREAM - CRANSLEY SCHOOL (N)

ISA National Drama Festival 2018 – Awards

Pupils enjoyed another brilliant ISA Drama Festival this year. Thank you to the teachers and participants for all their hard work and great performances – everyone had fun and we couldn't have a festival without you. A huge thank you to Tring Park School and The Hammond School for hosting the festival, whose staff work so hard to make sure the festival is a success for every pupil attending.



EINSTEIN'S BRAIN - THE HAMMOND SCHOOL (N)



THE ORPHANS & ANNIE - HAWLEY HURST SCHOOL (LW)

This competition is a wonderful opportunity for pupils to showcase their talents in the professional facilities provided for this event. Some schools travel long distances to participate and it would be wonderful to welcome even more schools next year. Do look out for the publicity in the autumn term.

Thank you to Theatre Tokens and ETC for their generous sponsorship of this competition.

"Thank you to all the schools who took part in the ISA Drama Festival this year. I soon realised how hard you all must have worked - students and teachers - as I

watched the wide range of performances in both the southern and northern heats. Contemporary scripts, classic plays and devised drama jostled together to create a very special festival experience which showed children and young people from infants to seniors giving their very best and displaying many unique talents. It was a pleasure to judge the performances and I hope that you are already planning to bring something even more special next year!" David Farmer – adjudicator 2018.

David Farmer is the author of several popular books on drama teaching and runs the website www.dramaresource.com. He was the artistic director of Tiebreak



MACBETH- SALTERFORD HOUSE SCHOOL (M)

Theatre for twenty-five years. He runs courses for teachers in schools and festivals across the UK and worldwide.

Congratulations to all the winners, a full list of all the results is available on our website:

- The Hammond School (N)
- Hawley Hurst School (LW)
- The Mead School (LS)
- Salterford House School (M)
- Cransley School (N)
- Abbey Gate College (N)
- Arts Educational Schools (LW)
- Claire's Court (LW)



DAISY PULLS IT OFF - THE MEAD SCHOOL (LS)



THE BOY IN A DRESS - HAWLEY HURST SCHOOL (LW)



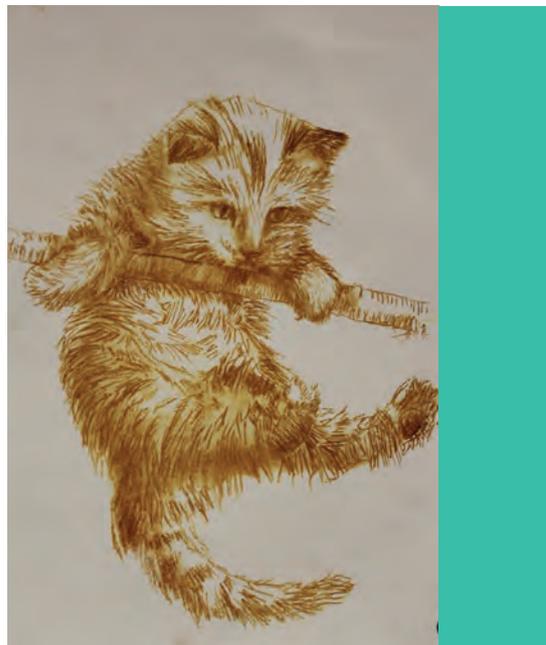
THE CRUCIBLE - ABBEY GATE COLLEGE (N)

ISA Pupils' Choice Award winner

The Pupils' Choice Award winner is Kamile from Normanhurst School for her drawing 'Kitten'. Congratulations! Kamile's picture was one of the ISA National Art winners, which features in our full colour brochure.

Across the regions there were over 1500 individual pieces of art entered into our competition, from ages 3-18. Groups of pupils from our Members' schools were invited to view the winners electronically and Kamile's picture was the overall

favourite. We look forward to seeing more work from her in future competitions. Kamile will receive a display certificate and gift voucher.



Essay Competition 2018 – Awards

We are very pleased to see more participants than ever this year for the competition. A full list of all the results is available on our website. The overall winners were as follows:

Juniors: Faustino, St Faith’s at Ash (LS) and Eleanor, Huddersfield Grammar School (N)

Intermediate: Alexander, Ditcham Park School (LW) and Brichhya, Queen Ethelburga’s College (N)

Seniors: Hassan, Rochester Independent College (LS) and Anna, Bridgewater School (N)

Sixth Form: Xingyu, Kensington Park School (LW), Luke, Quinton House School (M) and Kim, Bosworth College. (M)

A WORD FROM THE JUDGES...

“I was delighted to see a significant increase in entries again this year, the third year of the ISA Sixth Form essay competition. It was good to see strong entries across all three categories, and from a good range of ISA schools.” John Goddard – ISA Sixth Form Essay Prize adjudicator

“I had a most enjoyable time immersed in the work of many talented young writers who led me into different eras, worlds and lives. What surprised and delighted me was the huge variety of approaches to the topics presented. I was taken into situations where I saw the world through the eyes of scientists, dogs, ghosts, pensioners, soldiers and even aliens. These essays were lively and stimulating, showing the creativity and imagination of the young entrants. Well done to each and every one of the pupils who represented their schools with essays of a very pleasing standard.” Gillian Sheard – Max Gate Essay Prize adjudicator

“This year’s competition produced a fantastic range of good quality essays that were truly a pleasure to read. All entrants should therefore be commended for their participation and their teachers praised for

supporting students in preparation for the event. The high quality of skills suggests that pupils have been taught well.”

Brian Duffield – Horsey Junior Essay Prize

“It was a pleasure to once again have the opportunity to judge the Senior essay competition. Many of the entries were of a pleasingly high standard and the interpretation given to the different titles was impressively varied. I was particularly struck this year by the imaginative hold that both the First and Second World wars continue to have on our national consciousness – many of the entries (including three of the winning or ‘Highly Commended’ entries) dealt in different ways with these conflicts.” Jon Dixon – Favonius Senior Essay Prize adjudicator



ALEX, (MAX GATE FIRST PRIZE) BENEDICT AND ELLA (FAVONIUS HIGHLY COMMENDED) - DITCHAM PARK SCHOOL (LN)



ELLIE (HORSEY FIRST PRIZE) - HUDDERSFIELD GRAMMAR SCHOOL (N)

***“The casting couch” by Kim from Bosworth College
Winner of the Essay competition 2018 for the Sixth Form Arts and Humanities category.***

The pernicious tale of Hollywood’s subtly-spoken-about ‘casting couch’ has been embedded into film-making history as a well-kept open secret, only coming into permanent media conversation in 2017. Sexual misconduct is now less of a taboo topic, and society is, presumably, developing a consensus towards condemning the act and all those involved. Many argue that the uncovering of such incidents is testament to the progress the industry is making towards revealing the harm that the ‘casting couch’ culture has implicated, whilst others argue that the fact that it has taken so many decades to reveal these misdeeds is an indication that the culture has continued to contaminate the film-making utopia.

A metaphorical notion that aspiring actresses have to trade sexual favours in order to experience career advancement, the ‘casting couch’ was first reported in theatrical productions in Broadway in 1882. According to The New York Times columnist Ben Zimmer, its origins stemmed from the Shubert brothers, credited for the establishment of the theatre district, but also well known for the particular way in which the producer prodigy, Lee Shubert, auditioned chorus girls for their acclaimed shows in a private chamber on a promiscuous couch. Hence, at the time, there was little distinction between sex-workers and actresses/dancers, which columnist Noah Berlatsky argues was due to the fact that both worked outside the private sphere and away from their traditional role as homemakers and caretakers in the family. Instead, they emphasised their sexuality in performances, leading to a perception of being publicly available and undignified which created a misapprehension that actresses, like sex-workers, were willing to perform any task demanded of them as long as they were rewarded with money and fame. When Hollywood transcended over the success of the theatre, the ‘casting couch’ notion moved towards ambitious on-screen actresses whose beliefs were integrated with the idea that they would not be promoted in their chosen profession until they accepted sexual submission to the advances of power-hungry directors, studio managers and influential actors.



Inadvertently, this phenomenon has helped shape the patriarchal film institution that many actresses describe today by creating a contention that women in the industry are unable to succeed without the allure of their sensuality and the oppression of their virtuous ambition. The long-standing stereotype has been responsible for setting decades of unrealistic expectation on actresses who believe that there is a criterion for attaining distinction outside acting talent. For example, in 1922, Howard Strickling, Metro-Goldwyn-Mayer’s head of publicity, introduced unintended pregnancy as a violation of studio policy in the MGM morality clause, which helped to breed a fear that having children would ruin the ‘virginal image’ that played to the glamour of successful actresses in the era- for Jean Harlow, Lana Turner and Joan Crawford. Violation of the clause led to forced abortions, coerced by the ‘fixer’ Strickling himself. Today, ‘casting couch’ expectations have developed into a trend of women using extreme measures to stay desirable in the public eye, ranging from eating disorders, cosmetic surgery and even to drug abuse, courses of action which are not replicated in equal measure by their male counterparts.

The casting couch also preys on women hoping to break through the glass ceiling of Hollywood’s conventional image, fostering a fixed belief that actresses who have risen to media stardom could not have done so without the assistance of sex. Moreover, the salient issues of sexism and misogyny in an industry where actors are paid fourteen times more than actresses, are consistently being brushed over with the perception that those who strive towards equality are simply ‘being difficult’. This is not only notable in the gender pay gap, but also observed in director Steven Spielberg’s absence of films with female leads, a mere 7% of top-grossing films being directed by females, and a consistent pattern of women being given suggestive messages to wear provocative clothing in auditions to flirt with casting directors. Rampant Hollywood sexism, as a result, has festered in the filmmaking industry, contributing to the continuation of a belief that actresses have, and always will be, inferior in their field.

For power-hungry industry giants ranging from the likes of Louis B. Mayer and Alfred Hitchcock, to James Toback and Harvey Weinstein, the ‘casting couch’ has become a basis for the rationalisation that women will never hesitate to use sex as a currency to work for prestigious institutions. Industry titans have garnered a reputation for using their positions of power, wealth and fame to coerce women into acquiescence. Any liberty of sexual consent is bygone. Now, the ‘casting couch’ pretence has triggered a pattern of sexual criminality in Hollywood disguised as fiction, a deed of regret or hidden by the ‘slept her way to the top’ euphemism. What is disheartening is the plentiful supply of allegations. Just last year, 80 allegations of harassment, assault and rape against Mirimax Studios’ Harvey Weinstein were filed, alongside 300 allegations of harassment against screenwriter James Toback. The revelations of sexual misconduct in the film-making industry, since dubbed the ‘Weinstein effect’, have so far led to the conviction of 71 men.

Ultimately, it is easy to see why the sexually-suggestive connotation behind ‘casting couch’ is often overlooked. The phrase describes the furniture rather than the crime, connoting the atmosphere of a family living room rather than a dark and secretive locale, despite the phrase being synonymous to ‘sexual harassment’. The ‘casting couch’ has caused the sexualisation of women and gender inequality to become deeply steeped into the roots of Hollywood culture. The unfortunate reality is that women’s lack of authority in an industry that is rapturous about its powerful directors and producers has been normalised, with men continuing to lead the power-game being played in the film-making enterprise. Whether the problems brought by ‘casting couch’ culture will ever be resolved is dependent on whether Hollywood as an institution will be willing to continue to call out the despotism of men, and the suppression of women in an era where the two genders should be equal in all aspects.

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