

ISA JOURNAL

PARTNERSHIPS | ISSUE 32 | OCTOBER 2024



**EMBRACING VULNERABILITY
IN TEACHING**

**TURNING A CRISIS
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Welcome

FROM THE CEO

Rudi Elliott Lockhart



The new school year brings change and all the hope and promise of new opportunities. There will be new pupils, new colleagues, and for some a new school or even the first steps into headship. There will be familiarity too, least not the ever-demanding workload. This is part of the natural cycle that we all know well, including a new issue of *The Journal*.

We start with a message from our new national chair, Natasha Dangerfield, who brings a wealth of experience as the Head of Westonbirt School. Her insights set the tone for a year of growth and collaboration. You'll also find thought-provoking pieces on challenging gender norms through partnerships, and the inspiring work of Svitlo Education in providing online learning for Ukrainian children affected by war. We explore the importance of life skills education and delve into Allan Cairns's perspective on turning our current challenges into opportunities. Sarah Cakebread offers a refreshing take on embracing vulnerability in teaching, while Rupert Snow reminds us of the value of volunteering within our association. Each article reflects our commitment to nurturing well-rounded individuals and fostering a supportive educational community. I hope you'll find these reads as enlightening and inspiring as I have.

This start of this school year also brings with it something unfamiliar as it is unwelcome. We face significant political challenges, probably the most profound we have encountered in our working lives. The implications for independent schools are immense. The new Government's plans to impose VAT on independent school fees will be grimly familiar to you all, so I won't revisit them here. But I do want to reflect on the nature of the change they represent and what it might mean for ISA and the independent sector in general. As we navigate these changes, I want to acknowledge the unwavering commitment of our Members, as well as the countless staff working alongside them, who are at the heart of our schools.

VAT on fees is a threat to independent schools of a scale that we have not faced for decades, perhaps not since the Public Schools Commission in the late 1960s under Harold Wilson's Labour government. For more than a half century we have been fortunate to have experienced administrations of different political stripes that have either been benign or indifferent to the private sector. No longer. The political landscape is hostile and the challenge for all of us is considerable.

I think this means that the narratives that we have told about our sector will need to change as the world around us changes. For many years we have emphasised the quality of our schools above all else. We've emphasised the fantastic exam results we secure, the breadth of subjects we offer, and the high-quality care we offer for every pupil. We've emphasised the contribution our schools make to the UK, both cultural and economic. These remain true and are important, but they may no longer be enough.

The narrative we have constructed has in some ways been turned against us. Whilst we recognise our excellence as an underlining

quality of what we do for the pupils in our care, for our critics it is a chance to tie that to stereotypes of the handful of extremely well-resourced schools that we know do not represent the reality of independent schools in the UK today.

The new political environment means a need for new narratives about independent schools. There is an opportunity to build this around how independence can underpin a contribution to education. We know that independence means being able to do things differently and to meet the different needs of the pupils in our care. Independence means diversity within education. It means being able to offer specialist provision, whether that means SEN schools, bilingual schools, performing arts schools, or different types of faith schools. We know that independence can mean schools that take a different approach to education: some traditional, others progressive.

Within ISA, our schools embody this diversity. We show that independence is about choice rather than privilege. Our schools are all different. We can demonstrate that having the space to let a thousand flowers bloom is an essential accompaniment to the state sector with which we want to be partners. I hope that the schools in our Association can help to break down the stereotypes of independent schools and transform understanding of what it means to have an independent sector.

Now is the time to be confident about what we do. We can showcase the unique contributions of ISA schools to the widest possible audience, emphasising our commitment to diversity, innovation, and excellence. Let us share our stories and perspectives and demonstrate that independence is not just about privilege, but about choice and opportunity for every student. Together, we can navigate this challenge and emerge even stronger.

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Front cover photo: The Roche School (LW)

WRITE FOR THE JOURNAL

Our Members want to hear about best practice, so if you would like to contribute an article to the ISA Journal, please contact comms@isaschools.org.uk with an outline of your topic. See our website for guidelines.



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Leighton Park's Female Lead Society on a trip to a London Female Lead conference.

LEIGHTON PARK SCHOOL & THE FEMALE LEAD

Challenging gender norms through partnerships

As a Quaker school, equality is a fundamental value at Leighton Park. Leighton Park has established a strong partnership with The Female Lead to support their equal opportunities within co-education. The organisation exists to help shape a fairer and more equal society for women, in work and in life. Not only does it empower female students but also educates male students and allows them to be a part of the process to create equal opportunities.

In 2023, The Female Lead launched its School & Student Ambassador Programme, enabling students to play a significant role in the mission and contribute their perspectives. Leighton Park is proud to be one of only ten UK schools participating in this pioneering programme, co-authoring the programme and utilising its resources.

Natasha Coccia, Senior Assistant Head (Co-Curricular and Partnerships), supports the school's Female Lead Ambassadors in running a fortnightly society at the Girls' Boarding house, Reckitt. Open to all girls from Year 9 upwards, this society provides a safe, inclusive space for girls to express their views, build confidence and engage in meaningful social action.

Natasha highlighted the significance of this partnership, stating: "The Female Lead has worked tirelessly to affect real change and improve economic outcomes for women by listening, sharing, revealing and influencing. Now, their work extends to girls' education by engaging with schools and we are delighted to be part of this important movement. Our Female Lead Society demonstrates the very best of LP in our cocurricular programme; it champions character, community and our Quaker values. Our lead ambassadors wear their titles with pride and commitment, opening meaningful debate and questioning the status quo. It is changemaker territory!"

Trained Student Ambassadors at Leighton Park play an active role by amplifying the voices of their peers and integrating their feedback into developing resources around The Female Lead's six key pillars: Self, Relationships, Health, Work, Money, and Society. Leaders of the school's Female Lead Society contribute their ideas and passion to enhancing the educational offering, representing a diverse range of pupils.

Head Girl at Leighton Park and trained student ambassador, Kimia, described what the Female Lead means to her: "The Female Lead Society to me is a place where we help each other build confidence not only as individuals but as a way in taking pride in who we are as females and woman who are currently going to be the future economically active demographic. It is also a great space for our age range as we can help some of the younger years identify problems they face and help them feel comfortable in the world whilst experiencing their true self, and not hiding away due to poor stereotype burdens".

By actively promoting female leadership, the school is helping to challenge traditional gender roles and inspire girls to take on

positions of influence, both within the school and in their future careers. These initiatives have provided valuable opportunities for students to develop confidence, leadership skills, and a strong sense of identity; preparing them to step into positions of influence within the school and in their future careers where they otherwise may not have had the confidence before.

During society meetings, students are supplied with resources and activities covering a broad spectrum of topics, including economics, politics, science, health, sports and more. The sessions provide a platform for discussion on global issues, whilst encouraging personal reflection on how this impacts their lives and how this can be combatted. Becoming aware of issues such as menstrual health or the pay gap is an important reality to become aware of to make a change.

In recognition of these empowering efforts from the Leighton Parks Female Lead Society, Leighton Park made history by becoming the first-ever Independent School in the UK to win the prestigious Gold Feminista Award at the Feminista UK initiative. The award ceremony found Leighton Park students surrounded by passionate advocates for gender equality and empowerment, reinforcing the significance of the students' progress. The award ceremony was a moment of great pride for Leighton Park students, who found themselves surrounded by passionate advocates for gender equality. Being celebrated on a national stage highlighted the significance of their work to promote gender equality both within their school and beyond.

Students described the ceremony as "an incredible experience" and "a proud moment to represent Leighton Park." This recognition reinforces the need to continue breaking boundaries and inspiring change, not just in school, but in society at large.

Leighton Park's partnership with The Female Lead Society exemplifies the school's dedication to equality and empowerment, reflecting its Quaker ethos while equipping students to become leaders of tomorrow.

To find out more about the work The Female Lead does with schools and how your school can use the free resources co-created with Leighton Park students, visit: society.thefemalelead.com/sign-up.

Leighton Park School is a day and boarding school for 11-18 year-olds in Reading, Berkshire and has received several recent accolades, including winning Senior School of the Year in the Independent Schools Association Awards 2023 and being a Finalist for Independent School of the Year in the TES Awards 2023. The most recent UK Government analysis shows that the school's Sixth Form leavers achieved the best academic progress in Berkshire, while the Independent Schools Inspectorate awarded it excellent in all areas in January 2022 – the highest possible attainment for an independent school.

Message From the ISA National Chair

Natasha Dangerfield



My professional journey in education has been rich and diverse. Before my role at Westonbirt, I served as Deputy Head at both Harrogate Ladies' College and Gordonstoun School. At North Foreland Lodge, I led the boarding programme and held the position of Head of PE. The foundation of my teaching career was laid at Downe House, under the guidance of an exceptionally formidable department head. This varied experience across different educational settings has honed my ability to adapt and innovate in diverse environments.

It is my sincere hope to bring this accumulated wisdom and experience to bear in service of our association. Over the past six busy years, I have been privileged to be actively involved with ISA, and I look forward to sharing my insights and collaborating with all of you. In these unprecedented times, unity and collective effort are more crucial than ever. I am honoured to work alongside as many of you as possible, fostering a spirit of collaboration and mutual support.

As we embark on a new chapter in our Association, it is with great pride and a profound sense of responsibility that I step into the role of Chair this year. The journey ahead promises to be both challenging and rewarding, and I am committed to leveraging my personal experiences and voice to support all our schools as we navigate the complexities of the educational landscape.

My tenure as Head of Westonbirt School, spanning 12 transformative years, has been a testament to the power of adaptability and vision. What began as a small, declining girls' boarding school has blossomed into a thriving co-educational boarding institution. This remarkable transition has equipped me with invaluable insights into addressing a wide spectrum of challenges in our sector. We have successfully evolved to meet the ever-changing demands placed upon us while steadfastly preserving the essence of our core values and ethos.

The collegiality I have experienced as an ISA member has been, without doubt, the most significant and rewarding aspect of my involvement. My participation in various committees has only reinforced my belief that we are part of an association truly dedicated to its members. This sense of community and shared purpose will be our greatest strength as we face the challenges and opportunities that lie ahead.

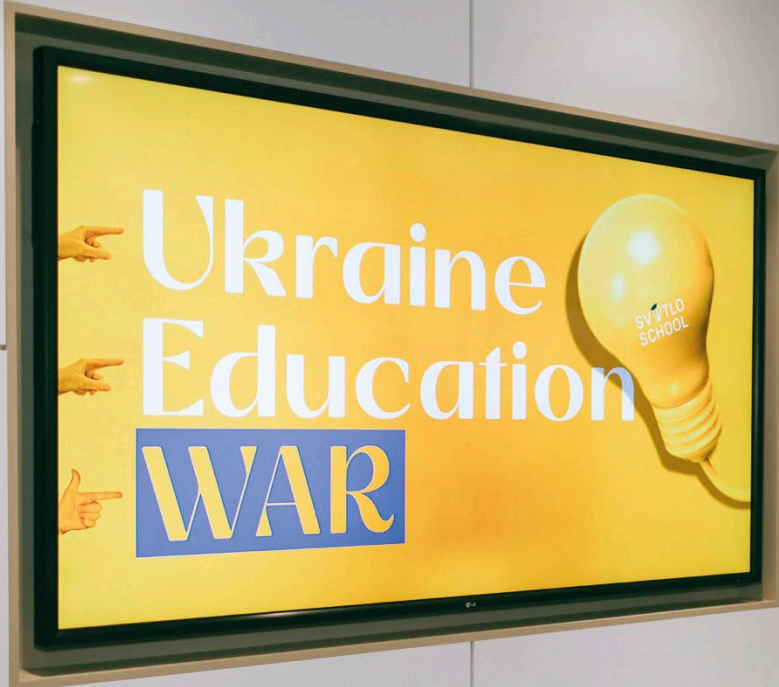
As we move forward, I am excited about the potential for growth, innovation, and positive change within our Association. Together, we will continue to shape the future of education, inspire our students, and uphold the highest standards of academic excellence and personal development.

Your association needs you

The Independent Schools Association exists to serve the needs of its Members – and through them, the needs of their schools, their staff and the pupils being educated in those schools. But more than that, ISA is its Members.

The Association was founded in 1878 by a group of head teachers who wanted to support each other. It has grown and developed over the years into the vibrant association that you know and love today. Particularly over the last ten years, the growth of the Association has enabled us to increase the number of staff and expand the services offered to Members. We now have a fabulous team of 24 employees, mainly based at HQ, who coordinate the work of the Association, on a highly professional basis. However, the Association's activities are anchored by the voluntary time that is contributed by Members, their staff and a variety of other people. We couldn't begin to deliver the extent of the programme and services without the support, and huge amount of time, that is contributed by Members and their staff. As in many things in life, you will find that the more you put in, the more you benefit.

In the current political climate, we are all expecting a challenging year ahead. It is all the more important that we continue to help one another and to support our Association. Thank you to everyone who makes the Association what it is today.



YULIYA KOSKO

How to unlock the power of education during war

War devastates education. While this statement might seem like common knowledge, it's easy to underestimate the extent to which war can dismantle years of progress and current efforts to provide quality education. Only a few years ago, Ukraine was known for its strong educational foundation in sciences, mathematics, and IT. However, the situation began to change with the onset of COVID-19, as access to in-person learning was restricted. Ukraine's socio-economic conditions meant that many teachers, schools, and students, particularly in rural areas, struggled to adapt to the demands of online learning due to a significant lack of resources and training.

The start of the war, however, completely destabilised the education system. After two and a half years of adjusting to this new reality, education is still far from returning to normal. The loss of human and physical resources from occupied territories, thousands of damaged and destroyed schools, the internal and external displacement of students and teachers, constant power cuts, prolonged air raids, hours of class time wasted in bomb shelters, continuous mental distress, lack of sleep, and missed learning opportunities have all become part of a "normal" school experience in Ukraine. Despite these horrendous circumstances, we have found ways to support students and their educational journey.

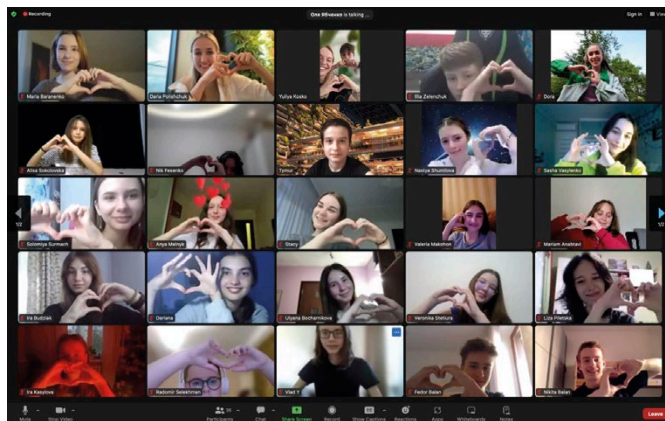
The story of Svitlo School begins with Yuliya Kosko, a Ukrainian who moved to the UK twenty years ago to pursue a career as a primary teacher, eventually opening her educational consultancy. These experiences enabled her to respond swiftly when the war in Ukraine began in February 2022, and she organised Svitlo's first lessons by early March. Thanks to the extensive supportive educational network in both Ukraine and the UK, Svitlo grew rapidly, establishing daily lessons led by teacher volunteers from the UK and around the world and managing daily operations with the help of a team of Ukrainian volunteers.

Recognising the severe impact of the war on children, our primary goal at Svitlo was to create a space that would support students

now and provide them with a future. Over the past two and a half years, we've worked with students, parents, our Ukrainian team, and teacher volunteers from various countries to develop an extracurricular school that works for everyone involved. Svitlo Education is a registered charity in England and Wales and is accessible to any Ukrainian child with an internet connection and the desire to join us, regardless of their previous knowledge, current location or social and economic background. We work alongside traditional education, operating outside regular Ukrainian school hours and not following the standard curriculum taught in Ukrainian schools, instead addressing the educational gaps students are facing. We aim to nurture the future social and political leaders of Ukraine who will be able to rebuild the country after the war while providing them with a safe and supportive environment to achieve these ambitions.

During times of conflict, when all activities are disrupted and a heavy burden of uncertainty falls on both children and their parents, it is crucial to equip kids with practical skills they can use in the future to support themselves. At Svitlo, we have therefore decided to involve our students in almost all aspects of running the school. We teach and encourage them to contribute to Svitlo's social media accounts, lead clubs and societies, organise social events, mentor younger students, support the day-to-day operations of the school, and participate in a student council to propose and implement ideas for improving the school. This approach allows our students to gain valuable experiences and transferable skills that are highly sought after by employers. Moreover, it helps reduce their stress and boosts their confidence as they prepare to enter the workforce.

The constant anxiety brought by the war and the difficulty of making long-term plans limit children's further education and career aspirations. We have observed a significant difference in the personal ambitions of students who have been with Svitlo for a long time compared to those who are just joining us. Because Svitlo offers a wide variety of life and career-skill-based subjects that are not typically taught in Ukrainian schools, students have the



opportunity to explore and test more areas of potential interest. Additionally, the lessons are taught by individuals from diverse backgrounds and with various experiences, allowing children to gain new perspectives on different career paths. As a result, our students are more eager to think big and are better equipped to understand their interests and how to turn them into a future career.

Adapting to a completely new environment in a different country, especially when forced to move, is something many Ukrainians find extremely challenging. The consequences of leaving friends and family behind, feeling guilty for being safe, and feeling disconnected from their Ukrainian roots are severely impacting children's mental health. For many of our students living outside Ukraine, Svitlo has become a hub where they can connect and make friends with other like-minded Ukrainian youth, regardless of their location. In the supportive and relaxed atmosphere of our lessons, where students are encouraged to engage in discussions, it becomes easy for them to bond with one another. Complemented by a variety of social events organised and hosted by the students themselves, they can form genuine friendships, even if they have never met in person. As one of our students put it, "Svitlo is my safe place, it is an experience I have never had in my life. It is about friends, peace, kindness, ... the future."

In times of uncertainty, it's crucial to be adaptable and responsive to ongoing events. At Svitlo, we focus on listening to our students' needs, encouraging them not only to voice their concerns but also to suggest solutions that we can put into practice. Through our partnership with Global Social Leaders, a group of Svitlo students participated in a competition aimed at designing a socially impactful project. They identified the gap in access to English-language books in Ukraine, due to high prices and limited availability, and proposed the creation of an online library to address this issue. The students wanted to provide people from all backgrounds with access to a wide range of books on various subjects and cultures.

This student project inspired us to take action, leading us to establish a physical library for Svitlo students. We will be campaigning to involve schools across the UK, as well as individuals, to donate books or purchase them and send them directly to our students in Ukraine. Alongside this initiative to provide access to physical books in English, we have partnered with Giglets, an online literacy resource. We are training our older students to lead guided reading sessions and reading clubs using Giglets' online materials for younger students. This initiative not only enhances the English literacy of our younger students but also helps our older students develop teaching skills while further improving their own English proficiency.

The format of Svitlo also provides an opportunity for international students and teacher volunteers who want to support Ukraine and its people without requiring a large time or resource commitment. We collaborate with sixth-form students from various schools to organise weekly reading and discussion clubs for Svitlo students. This connection with peers benefits all students involved. International students boost their teaching skills, learn about Ukrainian culture and gain firsthand insight into the situation in Ukraine, while Ukrainian students have the chance to learn

about different cultures and lifestyles – a rare opportunity given the travel restrictions and absence of international visitors in Ukraine. As a result, our international volunteers and students can make an impact on our students' lives and contribute to strengthening Ukraine.

No war is won until the next generation is ready to pick up the pieces and rebuild the country. At Svitlo, we are dedicated to preparing our students to become confident, open-minded, and academically and practically equipped global citizens. Our goal is for them to be able to apply their knowledge and diverse experiences to help restore Ukraine after the war ends. Regardless of the career path they choose – whether as engineers, teachers, or politicians – Ukraine will need qualified, forward-thinking individuals with excellent English skills who can drive change and implement best practices to create a renewed and strengthened nation.

We truly believe in the power of collaboration and are deeply grateful for the achievements we've made thanks to our partners and individual volunteers. If you or your ISA school would like to join us in our mission to support the children of Ukraine and their future, we offer various opportunities for involvement and are always open to creating new ones! Please don't hesitate to contact the founder, Yuliya Kosko at yuliya@svitloschool.com.



Yuliya Kosko founded Svitlo School in March 2022 in response to the Russian invasion of Ukraine which led to the temporary closure of all local schools. Having graduated from a Ukrainian school and then London University herself, Yuliya is an education enthusiast who wants to share her passion for learning and facilitating young Ukrainians in self-development and the development of their country at an international standard. Before this, Yuliya worked as a class teacher in a London state primary school and then co-founded an education consultancy, EducAd Consulting and still advises private clients on educational matters and school and university placements in the UK.

School News

CELEBRATING STUDENT ACHIEVEMENT ACROSS THE ASSOCIATION

Here is a selection of exciting news that has been shared with us from across the ISA membership. Please share your school's news with us at comms@isaschools.org.uk or tag us on X @isaschools to potentially appear in future editions of the Journal, on the ISA website, or shared on social media.

Dancer shines on stage after life-saving surgery



Hipperholme Grammar, Halifax (N)

Ava started to dance at age two and has regularly competed in dance festivals, competitions, and championships, winning various medals and trophies along the way, before landing a part in a ballet production of Snow White with Yorkshire Theatre Ballet. Her journey to the stage has been far from easy as Ava was diagnosed with a congenital heart disease at her 20-week scan and spent the first months of her life in hospital. At 10 weeks old Ava had life-saving open heart surgery which would give her the chance of a full, happy life. Ten years after her surgery, Ava continues to thrive. From the moment she could stand, Ava's feet found rhythm and dancing became a huge part of her life.

For the past two years, Ava has successfully auditioned to become a Northern Ballet junior associate. Additionally, she has been offered a place in their Centre of Advanced Training programme starting in September. Despite her budding dance career, Ava maintains her role as a conscientious and popular student at Hipperholme Grammar. Her achievements in both school and dance are widely celebrated within the school community.



Leighton Park, Reading (LW)

Local schools united for Leighton Park's hands-on STEAMfest humanitarian challenge

On 23 May, Leighton Park hosted their annual STEAMfest. This year, more than 250 children from 7 area schools attended the event, which highlights the importance of STEAM (science, technology, engineering, arts, and

mathematics) in every child's education. During an event that merged education and compassion, the young minds embarked on a remarkable journey to explore how STEAM can be a powerful ally in addressing humanitarian crises. The theme, Helping in a Humanitarian Crisis, resonated deeply, igniting a sense of purpose and ingenuity within each participant. Pupils tackled hands-on challenges to build a storm-proof shelter, transport essential aid on a raft, and move clean water as efficiently as possible using tarpaulins. Deputy Head Alex Wallace told attendees, 'Our other aims of today are to get you thinking about problem-solving, working in groups and collaborating, because, in the real world, teamwork skills are so very important!'

'I love STEAMfest because I like to do lots of fun activities and help people. It's also great to design your own things and be creative and have to think about the activities and how you will achieve each goal', shared a year 5 pupil who attended the event.

Money Talks!

Running in conjunction with its hugely successful Job Done! work-experience programme: Centre Academy, London, has launched a new scheme called 'Money Talks'. The school has teamed up with Becky Rolph, a consultant at Deloitte, who organised several hour-long workshops over two weeks. The talks were given by several Deloitte employees on such financial topics as credit and debit cards, credit scores, calculating interest, household budgeting, smart gaming savvy shopping, banking, borrowing, budgets, debt, and saving.



Centre Academy, London (LS)

As Michael Jeffrey, the careers and work experience lead explained, 'Every time I opened a newspaper there was a horror story about financial illiteracy among school leavers. Out of a survey of over a thousand teachers, 76% of them said pupils left school 'without financial knowledge'. We wanted to do something about it. Our Deloitte - Centre Academy Money Talks are enlightening and differentiated to allow all our students from 11 to 18, to take part. I thought it could be a rather dry subject, but in the hands of Becky and her team, it came alive. Each pupil is given a summary of the information covered, and a certificate to put in their personal 'employers folder' which they can take with them on leaving. Money Talks is an annual fixture at the school.

School takes top prize with RNLI-themed garden



St Martin's School, Bournemouth (SW)

St Martin's School in Bournemouth has won the Bournemouth in Bloom Schools Competition 2024, which celebrated the RNLI's 200th anniversary. The competition invited schools across the BCP area to create RNLI-themed gardens, with 20 schools participating. St Martin's, an independent school celebrating its 110th anniversary, produced a vibrant garden designed by the students and brought to life with help from parents and staff. The garden featured elements such as a small water feature, a bee house resembling a lifeguard station, and yellow wellies as planters, all reflecting the themes of rescue, the beach, and fundraising.

The awards were presented during a ceremony at the Civic Centre, where Kinson Academy and Winchelsea School secured second place, while Cats' Whiskers Nursery and Winton Primary School shared third place. Anne Fisher, the Schools' Co-ordinator for Bournemouth in Bloom, praised the creativity and mental wellbeing benefits of the competition, highlighting the joy and pride of the participating students. St Martin's School received a shield, commemorative plaque, and a £35 voucher for Cherry Tree Nursery for their winning entry.

Gosfield School celebrates 95 years with a spectacular grand summer fete



Gosfield School, Essex (E)

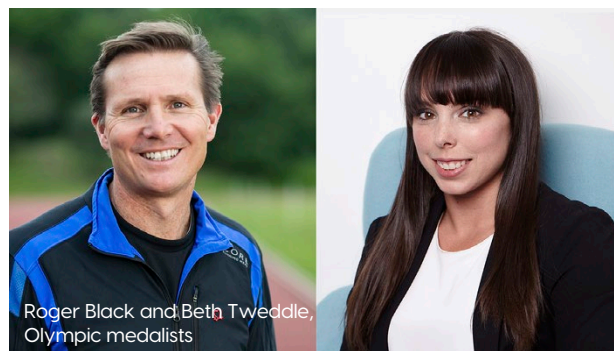
In June, Gosfield School hosted a Grand Summer Fete and 95th Birthday celebrations at their Cut Hedge Park site near Halstead in Essex. Several stallholders were selling local crafts, food and drink together with entertainment by Morris Dancers from Billericay, Essex Young Farmers Tug of War and a very popular Dog Show, sponsored by Catley Cross Veterinary Clinic. Traditional fete games, Suffolk Punch Horses, Scouts, Archery, Raffle, Tombola, Live Music, Vintage and Classic Vehicles were some of the attractions for visitors.

We had some very special visitors to our Alumni area and Exhibition, some of whom were at Gosfield School in the 1960s. It is always a pleasure to welcome back our past pupils. This exhibition was put together by our volunteer archivist and Gosfield School staff and is part of our continuation of building our Alumni group.

Despite the weather, our students performed in our arena area, showcasing some of their dance skills and later in the day, the Gosfield School Choir, performed in our newly built Performing Arts Centre to shelter from the rain.

Olympians share secrets of success with rising stars at Yorkshire school

Olympic gymnast Beth Tweddle and runner Roger Black graced the stage at Ashville College's recent Speech Days, celebrating the triumphs of the 2023-2024 academic year. These annual ceremonies honour pupils who have made noteworthy academic strides and immersed themselves in enriching the greater school experience over the past year.



Roger Black and Beth Tweddle, Olympic medalists

On June 27th, Beth Tweddle, an Olympic gold medalist and MBE recipient, addressed Ashville's Reception and Prep School Speech Day. She aimed to inspire young pupils to pursue their dreams with passion and determination. Tweddle emphasised the importance of enjoying one's pursuits as hobbies first, as she did with gymnastics before excelling at the highest level. Tweddle credits her parents for instilling life skills like communication, determination, and teamwork through sports. "Life is about ups and downs and how you pick yourself up after a disappointment," she says, highlighting the resilience required for success.

On June 29th, Roger Black, a silver medalist at the 1996 Olympics and fellow MBE holder attended Ashville's Senior School and Sixth Form Speech Day. Black will share insights from his experience, drawing parallels between the worlds of sports and work. He believes that both realms involve overcoming adversity, adapting to change, being part of a team, and learning when to lead and when to delegate. He encourages students to seek out success actively, even if they have identified their talents. "Even elite athletes will have faced failure along the way, but that's not what defines them. It's how they adapt to those setbacks – and that's the same in all walks of life," he says.

Head of Ashville College, Rhiannon Wilkinson, expressed delight in being able to bring these UK sporting heroes to inspire pupils as they prepare for the challenges of university and entering the workforce. The school aims to provide a well-rounded education, encouraging students to try new activities and stretch themselves beyond their comfort zones. She said: "Both Roger and Beth have developed sound reputations for speaking on themes which echo the school's messages both in the classroom and in assemblies.

Through the speeches of Tweddle and Black, Ashville College hopes to motivate its students to embrace new experiences, overcome obstacles, and strive to be the best versions of themselves.

Reduce, Reuse, Runway: young pupils showcase sustainable style in recycled fashion extravaganza

Warlingham Park, a small Independent Preparatory School in Surrey, recently hosted an innovative fashion show that highlighted both the creative talents of its pupils as well as their commitment to environmental sustainability. The event, featuring outfits crafted entirely from recycled materials, demonstrated the school's dedication to fostering creativity, teamwork, and ecological consciousness among its approximately 100 pupils. The show's theme, "Reuse and Transform," challenged students to breathe new life into discarded materials, with newspapers serving as the primary medium for their designs. This unique approach not only encouraged creative thinking but also provided a tangible lesson in the importance of recycling and reducing waste.



Behind the scenes, the young designers faced numerous challenges, from ensuring the durability of their paper creations to making them wearable. These obstacles provided valuable opportunities for the children to develop problem-solving skills, resilience, and teamwork. Students collaborated closely, sharing ideas and supporting one another throughout the design and construction process. The event also served as a platform for discussing broader environmental issues and the role that innovative thinking can play in addressing them. By transforming everyday items into wearable art, the students demonstrated that creativity and sustainability can go hand in hand.

International Greenwich Olympiad 2024: a celebration of innovation and cultural exchange

The International Greenwich Olympiad (IGO 2024) concluded on June 15, 2024, in a resounding celebration of student innovation and international collaboration. This third annual event was organised and sponsored by North London Grammar School and saw 449 students from 134 schools across 48 countries come together to showcase more than 300 groundbreaking projects in categories ranging from Environmental Science and Engineering to Computer Science and Art.

The festivities began on June 10 with a grand Opening Ceremony held at the historic Oxford Town Hall. This iconic Victorian Gothic building provided an elegant backdrop as students, adorned in traditional costumes, proudly displayed their national flags. The event was graced by esteemed guests such as Mrs Moira Darlington, Deputy Lieutenant of Oxfordshire; Cllr Mike Rowley, Lord Mayor of Oxford; and Anne Watson, Professor at Oxford University.

On June 11, the competition shifted to Queen Mary University of London for the Exhibition and Judging Day. The Octagon Hall buzzed with excitement as students set up and presented their innovative projects to a panel of over 50 judges, comprising industry professionals and academics. The judges were deeply impressed by the quality and creativity of the entries.



Throughout the eight-day event, participants engaged in a variety of activities designed to promote cross-cultural understanding and collaboration. Highlights included a vibrant Cultural Night, a lively BBQ Day, and memorable excursions to some of London's and Oxford's most iconic landmarks. In London, students explored the British Museum, Buckingham Palace, and Madame Tussauds, among other attractions. In Oxford, they enjoyed a picturesque river cruise and visited the historic Christ Church.

The event reached its zenith at the grand Award Ceremony, where outstanding projects were recognised with gold, silver, and bronze medals, as well as certificates. The ceremony featured distinguished guests such as Cllr Salim Chowdhury, Mayor of Harrow; Dr Grace Bookye Dankwa; and Naa Dedei Teeth, representatives from the Ghana High Commission UK, who presented the awards to the winners.

IGO 2024 left a lasting impression and created unforgettable moments for everyone involved. The event was a resounding success, thanks in part to the inspiring contributions of the Advisory Board members, judges, supervisors, parents, and participants. Here are some of their most memorable quotes:

"I am certain that our young Olympians will forever cherish the memories of times they spent together in London." - Dr. John Grainger, IGO Advisory Board Chair

"This was a real exhibition of talents and genius minds. I was a judge of 'Inspiring Innovation' projects (engineering), and oh boy – I came out of the building very inspired!" - Nudzejma Softic, IGO2024 Judge

"The International Greenwich Olympiad was a celebration of knowledge and innovation for our students, fostering international camaraderie and cultural exchange. Winning bronze and silver medals boosted their self-confidence and showcased their capabilities. It was a truly transformative experience!" - Feruza Tuychieva, Principal of Canadian School of Tashkent, Uzbekistan

Encouraged by the uplifting responses and the outstanding success of IGO 2024, plans are already in progress for an even more extraordinary event next summer. The International Greenwich Olympiad will continue to be a dynamic stage for young innovators to present their talents, promoting teamwork and inspiring groundbreaking achievements in innovation.

Tower College: modernising while preserving tradition



Tower College, in Rainhill, Merseyside, is currently undergoing renovations to restore its iconic 1880 Jacobethan-style mansion. Founded in 1948 by Charles and Muriel Oxley, the school serves children aged 3-16 and is notable for its grand architecture, including a distinctive tower and elegant interiors.

After sustaining storm damage earlier this year, the tower is being repaired, with work expected to be completed by December. In a creative initiative, ten students interested in architecture have formed a "Construction Crew" to engage with the renovation process, attending site meetings and helping to redesign classrooms. This project not only preserves the building's historical significance but also enriches the educational experience for its pupils.

This unique opportunity allowed crew members to access the scaffolding and closely examine the intricate features of Tower College, including its fascinating gargoyles and stonework. The children were encouraged to take photographs, engage in planning and designing activities, and explore the art of stonemasonry.

Many ISA Members' Schools engage in partnerships with state schools to expand the opportunities and experiences available to pupils and teachers from all schools involved. Celebrating these projects is essential in showcasing the independent sector's value and inspiring more schools to play their part. ISA schools can share their partnerships on the ISC Schools Together website: www.schoolstogether.org/about/adding-school-partnerships/.



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YOUNG MUSICIAN COMPETITION

Open Now
Deadline: 4 December

A CAPPELLA COMPETITION

Open Now
Deadline: 5 December

SHAKESPEARE MONOLOGUE COMPETITION

Open Now
Deadline: 6 February

COMIC STRIP COMPETITION

Open Now
Deadline: 15 January

POETRY COMPETITION

Open Now
Deadline: 25 February

STEAM COMPETITION

Open: 13 October
Deadline: 13 February

CHARITY EVENT CHALLENGE

Open Now
Deadline: 28 March

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As we begin the new academic year, we are delighted to introduce the national arts programme for our Members Schools. We express sincere thanks to all the Area Art Coordinators who dedicated their time to organise the regional art competitions and to all the schools involved to help delivering and hosting these events.

If you haven't seen the National Arts Calendar 2024-25, please visit our website to explore all the opportunities available for your pupils. If you have any questions, please contact isaarts@isaschools.org.uk



ISA Drama Competition 2024, Salterford House School (M)

New for this year

We are delighted to introduce several new competitions and updates to our programme. This year, the Handwriting Competition, previously for EYFS and primary schools' pupils, will also be open to KS3-KS5 students and includes an artistic writing category.

The Book Cover Design Competition is also a new addition to our programme. Pupils are invited to design a book cover for the Young Storyteller prizes, based on the theme "Under The Sea".

Additionally, the Earth Competition is an exciting and educational challenge for EYFS and primary school children. The competition encourages them to explore their natural surroundings, collect materials, and create artwork using items found in nature or on the playground. The aim is to encourage children to explore and engage with their natural environment, promote creativity and imaginative play, develop fine motor skills and raise environmental awareness.

Lastly, the Charity Champions Event Challenge invites students to create and plan their own event to support a local charity. This competition encourages creativity, teamwork, and community engagement while providing an opportunity to develop planning and organisational skills. Open to KS2 to KS5 pupils.

We are very much looking forward to receiving your entries and seeing your pupil's imagination and creativity.

Congratulations to everyone who got involved in the regional stage of the National Art Competition, we're really looking forward to seeing all the artworks in November for the National Finals, taking place alongside the ISA Autumn Study Conference.



'Busy Bug', Jude WW,
Bronte School (LS)



'Cyberid', Tia D,
Babington House School (LS)

The Austere Cliff, by Hermione C, St Mary's School, Gerrards Cross

First place in the ISA Essay Competition 2024 in the Year 5-6 Category

As the clouds in the forlorn sky turned a hazy purple, the sailors in the rotting boat started to yawn. Well, at least one of them did. Persistent, irritating yawns. Enough to make the captain's face turn scarlet. He walked straight up to the wrongdoer and whispered in his ear, "Do that again and I will throw you off the boat." The sailor began to tremble as the captain's threats whipped him in the face. He did not want to get thrown off the boat. He did not want to have to swim to a remote island and fashion a boat out of derelict firewood. But he did want to have a peaceful, lengthy sleep. The captain's beetroot face glared at him. But as he strutted back towards the steering wheel, his face turned pallid as a sheet. His eyes darted everywhere, searching for safety. Suddenly, a shadow was cast upon his face. The boat was heading for a cliff.

"Abandon ship!" He cried desperately. The sky was a colossal cacophony of rain and sleet. Soon, everybody was off and kicking wildly in the vast ocean. Except for one. The one who had agitated the captain. He, unlike others, had seen a menacing, yellow eye in the cliff. He had also seen a huge, hooked horn protruding from the vast expanse of rock. He was sure that this 'cliff' was no cliff. This 'cliff' was the Kraken.

He sailed away on the silhouetted boat, not daring to glance back at his fellow crew mates. He could hear the screaming of the Kraken behind him; and the terrified shouts of his friends, surely perishing in the jaws of the giant sea monster. Water began to pool at his feet through holes in the ship. With a jolt of fear, he realised that the ship was sinking. Fretting uncontrollably, he hurled anything that he could off the ship: weighty spears in disintegrating barrels, fraying leather slingshots. Still, no use. The boat was sinking fiercely now, the great battleship slipping out of power's grasp. The sailor had no chance. He closed his eyes, and dived off the ship.

Cold was prodding him as though he were a piece of steak being checked for tenderness. The Kraken was gaining on him now, and he was defenceless, as vulnerable as a hog to the slaughter. He could hear the heavy breathing of the revolting beast now. Sweat started to seep out from his chest, despite the extreme cold. What was he going to do? Admit defeat like a wet Anglo Saxon? Certainly not. He was going to do something, something heroic that would save ...

Too late.

The Kraken had reached him.

Clearly his banquet of sailors had not satisfied him. The insatiable beast plunged forward, missing the Viking by inches. Panic lurched through his spine violently. He needed to stop this brutal sea monster but his mind swirled frantically and he simply could not muster the intelligence to think of a solution. The monster was behind him, planning his next meal perfectly. All of a sudden, an ingenious idea came to mind.

He needed to create a diversion.

Leaving his idea simple and unplanned, the Kraken suddenly jerked into action. Swooping his mammoth head over the tempestuous ocean, the monster scanned the waters for his prey.

The sea was wild and stormy as the two rivals fought. The Kraken could always see his foe out of the corner of his eye, fighting ferociously. However, as the enemies poured out their wrath on each other, it was clear that the Kraken was going to win. The battered sailor knew that only his cunning brain, and his very weak plan, could help him to outwit the beast now.

He needed to steer the Kraken to his boat somehow, so that he could swim safely to an island, whether he wanted to or not. His brain whirred with possibilities, but he knew that only one had a chance of saving him. He felt around in his ripped pockets, to find a chipped piece of flint almost escaping out of one of them. Perfect. He threw it over to where his boat was. That was a throw that would mean life or death to him. That throw would cost him his life if it didn't work.

But it did.

The Kraken craned his giant neck over to where the piece of flint had dropped, and followed it. Relief filled the heart of the sailor. His plan had worked!

He swam all through the night, until he finally found a big, bustling island poking out through a thick clump of trees. He climbed upon it and gazed out into the night. He felt calm. Then a giant shape loomed out from the water.

The Kraken was back.

From knowledge to action

Integrating life skills for safe choices

Very rarely does a day go by where we do not see the latest news report or article highlighting the vast range of challenges facing our young people growing and learning in the society of today.

Their Summer holidays will have been dominated by TV screens filled with pictures from around the country of far-right groups demonstrating, rioting and facing off against police and anti-racism groups. Examples of young and old swiftly brought before courts for actions and decisions made without considering the consequences on others and their futures.

Numerous high-profile incidents of knife crime again fill our televisions and newspapers and, for our young people, dominate the vast array of uncensored social media sites, many of which as adults we may not have even heard of. The variety of views they are exposed to range from sensible to extreme depending on your viewpoint.

Perhaps forgotten as 'old news', in the media at least, are the issues young people face around drugs, vaping and alcohol or just temporarily replaced by the latest high-profile incidents which fill the most airtime or newspaper columns.

How our young people view, perceive or engage with challenges they face is very much down to the building blocks put in place during their education. Admittedly there are numerous factors involved in the decisions young people make around these subjects: family, background, community, friendship groups, wealth or deprivation to name but a few. Nevertheless, our role as educators is crucial and starts way before our students are first offered a vape in the park, encouraged to try alcohol at a friend's house or join a chat group sharing views which may have far-reaching and future-impacting implications.

Social skills, communication, and developing structured decision making including assessing risk and consequences are vitally important and the sooner we begin to develop these in our students the better. Not only do they prepare our students for future challenges highlighted here but set the foundations for all their learning, play, social interaction and behaviour choices. Managing peer pressure and stress and having a range of 'resistance strategies' at their disposal to safely say no and extract them from 'tricky situations' also play an important role.

Subjects such as knife crime, drugs, equality and media safety alongside social skills, communication skills and decision making are often taught in isolation and the application of one is not necessarily made to another. Some schools approach this through a combination of a PSHE programme, science and oracy combined with visits from police, community support or one of many charities focused on one aspect of the numerous threats to children.

How much more powerful would it be for a young person if, not only armed with the knowledge of the law and health effects around for example alcohol, they had a range of strategies to extract themselves from, or avoid altogether, situations where they are at risk of underage or binge drinking.

Why not combine the facts, law and health effects of let's say psychoactive substances such as nitrous oxide (laughing gas) or cannabis with an effective and scaffolded decision-making process focused on evaluating risks and consequences? It makes more sense to us and is more meaningful and useful to our young learners too.

A recent exhibitor at our ISA national conference in Birmingham this year recently received excellent news about their unique Drug Alcohol and Resilience Training (DAaRT) Programme which integrates all the aspects discussed here in their suite of educational resources.

The *Life Skills Education Charity* based in Nottingham has worked with over 500,000 ten and eleven-year-olds over 30 years. Their CEO Linda Ellis MSc said: "We know that providing students with the facts, health effects and knowledge of the law around

drugs, alcohol, knife and hate crime in the context of making safe and healthy choices is the most effective way of supporting our learners. Feedback from professionals and parents in our current 350 partner schools is always positive but it is the impact on the children which constantly reinforces our aims and reminds us we are making a difference to the student's futures. Most of the children report a positive impact of the programme on their future life choices."

Headteacher Richard Hilton, from the St Francis Multi Academy Trust, also sees the benefits: "I'm an advocate of the approach taken by the *Life Skills Charity* and their resources for learning. We've been involved for over 20 years. It is part of our ethos and school community. We have Parents of current students in our school who undertook the DAaRT programme and speak positively of its value and how it prepared them for adult life. I'm convinced this work across the county contributes highly to Nottinghamshire's 10 per cent reduction in knife crime as reported by the Nottinghamshire Police Crime Commissioner."

Head of PSHE at St Joseph's Catholic Academy Ruth Donoghue added: "We need to be careful because curriculum time is tight, but the content is so vital to the children's futures. We manage to cover a considerable amount of our PSHE curriculum, numerous Science objectives as well as written and spoken literacy skills. We are also under pressure from the likes of Ofsted and our Trustees to provide good value for money and prove that whole class interventions like this work."

Life Skills Education Charity is delighted that an evaluation of their core programme by the Youth Endowment Fund and Sheffield Hallam University has recently reported a positive impact on a reduction in Youth violence.

Our primary programme was recently published in the Youth Endowment Fund 2024 report as a programme that works and is an effective form of prevention education. The YEF reported that 'Children who received the programme reported, on average, larger reductions in their behavioural and emotional problems.'

This was not new news to *Life Skills* as a previous independent evaluation by Nottingham Trent University had concluded that their programme had had a statistically significant effect on learning outcomes including:

- Knowledge about drugs, alcohol and substance abuse
- Making safe and responsible choices
- Improving communication and listening skills
- Getting help from others

The evaluation used a pre- and post-comparison design with a trial and control group of pupils selected at a school level which were randomly selected for each group.

Would a joined-up approach benefit your school and learners? Why not get in touch?

Linda Ellis has been CEO of *Life Skills Education Charity* since August 2023. She brings nearly 30 years of experience, working with more than 45 charities, building effective income strategies, and has successfully raised some £150 million in funds for these organisations.



Navigating choppy waters

How Independent Schools can thrive amid VAT changes and new challenges

The world of independent schools in the UK is facing some big changes, from VAT to employment law to governance structures and more. It's a bit like trying to juggle a dozen balls at once while riding a unicycle – tricky, but doable with the right talent.

While we can't predict the future, we do know that education is vital, especially in times of uncertainty. Independent schools are banding together to share ideas and support each other, which is great news.

These are the issues we see coming this year, and what can be done to help solve them.

The impact of VAT on smaller Independent Schools

VAT can already be tough for smaller Independent Schools, as they often have to pay the full tax on things like maintenance, materials, and services. With VAT being added to school fees, smaller schools could feel the pinch even more. Having financially savvy people on board is more important than ever.

Employment law and flexibility: challenges for smaller schools

Changes in employment law, like flexible working arrangements, can be a double-edged sword for smaller schools. While it's great for attracting and keeping top-notch staff, it can also create headaches in a tight-knit team. Smaller schools need to navigate these legal waters carefully, especially without dedicated HR departments.

HR service providers are out there and will not necessarily break the budget. If you require any recommendations, do contact us at AQ or of course, the Support team at ISA HQ.

Board structures: governance in smaller Independent Schools

Governance is crucial, but schools need to ask themselves if they are receiving the right support. Finding volunteers willing to take on that high level of responsibility, for free, is a tough call in today's busy (and litigious) world.

Post-COVID and in an economic downturn, parents expect more for their money - some, as we know, can be quick to anger when issues arise. So, some schools may be less keen to seek governance from within the parent body.

Is it time to consider offering compensation to governors, directors and trustees? Reducing the size of governing bodies and opting for a smaller, paid advisory board of sector experts could be the way forward. Some expertise can be brought in when specific advice is required, rather than committing someone to a board.

Paying for this support can be a tough call for smaller schools, but setting this up with a focused approach and good advice is money well spent. Again, AQ can support you if you are considering a governance restructure.

The 5.5% pay rise for teachers: Financial strain and the importance of smaller class sizes

Giving teachers a pay rise is great, but smaller schools work in very tight parameters and with falling pupil numbers, this money simply isn't there. Keeping class sizes small is a priority, but it can be tough when budgets are tight. Schools need to get creative with their finances to make it work.

Teacher shortages

Schools also need to be creative with how they recruit staff. Is it time to consider hiring more part-time individual subject teachers? Also, could the entire sector benefit from encouraging those who have taken early retirement to consider retraining as teachers?

Schools, in partnership with their local university, could offer an assessment-only route to Qualified Teacher Status. With a salary topping up a pension, these new (older) teachers might be able and happy to work for lower salaries.

Effective leadership in times of crisis: making sure leaders look after themselves

Effective leadership requires you to stay strong and focused, even when faced with adversity and significant issues to deal with. With lots of changes coming, leaders need to take care of themselves and their teams.

You need to look after yourself to look after others. You need support. Is it time to seriously start considering taking on a coach or mentor? Again, this might not be available for free, but a Head in school with this support is far more beneficial to the school than one-off work due to stress.

Conclusion

Independent schools have a lot on their plates, from financial challenges to governance issues to changes in teacher pay. The list can feel infinite. Balancing all these demands requires smart planning, good money management, and a commitment to what makes each school special. By staying flexible and responsive, independent schools can weather any storm and come out stronger on the other side.

Heads need the right folk in their corner. AQ can help you build the right support around you and ISA HQ is always just a phone call away. Reach out. We all need support. Headship is a very demanding job.

Good luck with the term ahead! We are right behind you. We are proud to be an ISA Gold Supplier. We believe we share the same values as you and want to do all we can to support Independent schools and their leaders, in these challenging times ahead.

Hayley Mintern is a Partner and heads up Anderson Quigley's School Practice. She has supported the education sector for over a decade, providing executive search, interim and consultancy solutions to Independent Schools, Academy Trusts, FE Colleges, and Universities. Her speciality is understanding the education sector and connecting talent that is passionate about providing high-quality inclusive education. She has built a strong track record with education leaders and helped many organisations identify top talent. Her passion for the education sector extends to her position as a governor for MAT working closely with the head and trust leaders to ensure excellent levels of education. She previously worked closely with England Rugby Schools to deliver inclusive sport in schools and has a strong understanding of the curriculum.



If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

If— by Rudyard Kipling (1895)

ALLAN CAIRNS

From crisis to opportunity

Over the last few weeks, I've been thinking a great deal about these particular lines from Rudyard Kipling's poetic tribute to Leander Starr Jameson. His ill-fated gamble in launching the Jameson Raid, a contributory cause of the Boer War a few years later, was a pivotal point in highlighting the fact that the power of the British Empire had limits.

The legacy of the poem is incredibly impressive: lines of it adorn the walls at Wimbledon's Centre Court; Muhammad Ali reportedly carried a copy of it around as a guiding principle; it was voted Britain's favourite poem in 1996, gaining twice as many votes as the runner-up.

It has come to symbolise a type of Victorian stoicism, or British stiff-upper-lippedness in the face of adversity which characterised the turning point in the satirical comedy film 'Mike Bassett: England Manager' in 2001. Seemingly facing the sack for the first two poor performances of the national team in the World Cup, Bassett recited the poem to a baying press pack, which suddenly fell silent (along with the rest of the country) and vowed to stick to his principles, play 4-4-2 and carry on as manager, turning the fortunes of the team around and helping them to the semi-finals of the tournament.

Whilst I haven't quite been facing the sort of pressures which an England Football Manager has this summer, and nor have I been targeted for the kind of criticism that Gareth Southgate was getting when the side were underperforming in the group stages of Euro 2024, being Principal at an Independent school at present resembles somewhat of a hostile environment.

The thumping victory of the Labour Party in the election this summer brought their agenda quickly to the fore, and within that is the imposition of VAT on fees. This move was long expected but raised surprise in terms of the timing of its proposed introduction.

Part-way through an academic year, and without any kind of thorough consultation with the sector, it has caused a fair degree of alarm. School budgets had been planned and set, but have had to be hastily redrawn, parents have been informed of fee rises they may not have been bargaining for so soon and already stories are surfacing of school closures and catastrophic losses for the entire community linked to them. A recent Daily Mail article claimed that one in five Independent schools 'could close in three years.'

A lesser publicised tremor within the education sector is also developing - the poor health of many UK universities. With four in ten in deficit and a significant decrease in the number of applications from overseas students (and the income which comes with those enrolments), there has been widespread acknowledgement that several 'face material risk of closure' or mergers with similar institutions. According to Jo Grady, the UCU general secretary: "The funding model for higher education is broken and needs radical change to put the sector on a firm financial footing." Such warnings are extremely concerning, and combined with the challenges now being faced by the Independent sector, it is clear that a difficult time lies ahead for education.

The response to both of these wide-ranging issues, by some universities and Independent Schools has concerned me further.

Faced with a shortfall of students, it quickly became apparent on A Level results day that universities had taken on a fairly simple strategy: enrol as many students as possible through clearing, regardless of the grades they achieved. This means that there have been instances of students missing their offers by multiple grades, but still getting places. It means that students have been scoring U grades and still getting places. It means that students have been securing courses, without having the requirements to gain access to them.

It also means that there has been, to my mind, a cheapening of A Levels, and the work which has gone into achieving them. Granted, when students are applying for jobs post-degree, I'm sure A Levels will remain significant, but allowing students to move forward when there is a lack of readiness seems very risky to me, particularly given the lack of the sort of pastoral care which comes from a school or college when challenges come along for students. I fear there will be many who find the pace of university a struggle, and end up leaving with a paucity of options, unsupported and lacking in confidence.

It has also been interesting to see how different private schools have approached the impact of VAT. There was a great deal of discourse in the lead-up to the general election concerning which schools could shoulder the burden most and which schools could struggle with the onset of an added tax. Keir Starmer himself, in a speech recently, regarding how the situation was going to get tougher before it got better, said that the more affluent would have to take more responsibility. The rushed-through policy to impose VAT on Independent Schools seems to contradict that entirely. Some of the more affluent schools are simply passing the cost of VAT on to the parents. On the contrary, schools with far fewer means to deal with the rise are absorbing VAT significantly, with some passing on a 15% or 12% rise to parents. We have decided to support parents as far as we can by going even further, and it has been taken by choice rather than necessity - but it raises questions as to whether this policy is as well thought out as it needs to be to ensure that the richest in our society do their part to help the less fortunate.

And so, given these 'headwinds', it could be quite difficult to approach the start of the school year with anything other than trepidation as to the direction in which it is all going.

But, as in the lines of the poem at the head of this article, when times are challenging, one must stick to the principles one has to overcome and emerge on the other side of it all in a stronger place, just like Mike Bassett did.

So what are our principles, and what must they remain?

Everything that we do must remain student-centric. I don't think I'd be wrong in saying we are typical of many small schools. We exist because we can fulfil a need which larger schools can't. Whether this means closer monitoring of students, academically or in a well-being sense, then that is where we make a difference. Whether it is the offer of more detailed feedback or more targeted support to raise the skills, attainment and confidence of a student, then that is the key offering.

We must be as agile, flexible and innovative as we have been in the past to keep doing what we are doing - because there is no doubt as to how important that is. I'm happy to share a piece of feedback I received from a parent this year, so effusive in praise was she about how her daughter had turned things around with us:

"My daughter studied the 1-year GCSE course at Ealing Independent College (EIC) and she told me this is the happiest school she has ever attended. I remember when my daughter decided to join the EIC a year ago, I was a bit hesitant - the campus is small and it lacks outdoor space when compared to other schools/colleges in London; but for now, after a full year studying at EIC, I would say it is an AMAZING school!!

"Mr Allan, the principal, and his team, which is truly wonderful, cared for my girl from day one, not only her studies but also her well-being. Given that they are a small college having a small class size, the teachers spend lots of time with every student on teaching, clarifying their questions and their revision. I am particularly impressed by the fact that the principal and most of the teaching staff know the students as incredibly well as they do.

"Last but not least, my daughter got excellent grades as her GCSE results! Once again, thank you Mr Allan & your team for giving my daughter such a wonderful year!"

This is exactly the kind of impact which I know is worth fighting for with everything that we have. It is the sort of impact which only schools of our kind can produce.

While it is sure to be a demanding period, we must maintain our determination and uphold our principles and high standards. This is how we demonstrate our value.



Allan Cairns is the Principal of Ealing Independent College, where he oversees academic policies, behaviour management, and curriculum quality. He studied Modern History at the University of St Andrews and obtained a PGCE in Secondary History from the University of Gloucestershire. With ten years of teaching experience in state schools, he held various leadership roles, including Head of Department and Faculty, before serving as Head of GCSE and Director of Studies at the College. Promoted to Vice Principal (Academic) for three years, he has significantly improved GCSE and A Level results, modernised curricula, and led initiatives in timetabling, assessment quality, and special educational needs provision. In addition to teaching History, Cairns leads the College's Running Club and football team, which won the West London Independent College league in 2015-2017. He is dedicated to maintaining high academic standards and has delivered professional development sessions for teachers both in the UK and internationally, while also organising international school partnerships and leading expeditions in Malaysia, Borneo, and China.



Professional Development

ISA offers exclusive professional development opportunities tailored for educators and leaders within independent schools. Members enjoy discounted rates on our comprehensive range of courses designed to enhance skills and broaden perspectives. By participating, you can advance your career and positively impact both students and the school community.

We are delighted to provide a diverse selection of online development options covering a wide array of topics. Each course combines expert knowledge, many with valuable networking opportunities.

Cost

The rate for most online courses is £130 / £160 (Member / non-Member rate) per delegate.

How to book

For more information on our programme and to book, visit the website at www.isaschools.org.uk/events

Practical ways for Governors to support and challenge

5 Nov | Zoom | 9.30-3pm

Integrating generative AI in your classroom

5 Dec | Zoom | 9.30am-3pm

Inspection: The Regulatory Requirements - Understanding the ISSRs

27 Nov | Zoom | 9.30am - 3pm

Leadership Pathway/ Senior Leadership Pathway [SLP/LP]

Leadership: Change Management for School Leaders and Managers

19 Nov | Zoom | 9.30am - 3pm

Senior Mental Health Lead [MHP]

Mental Health First Aid (1 Day)

6 Nov | ISA House - near Cambridge | 9am-5pm

[EDIP]

Embracing Difference: A practical approach to disability awareness for education professionals

3 Dec 2024 | Zoom | 10am – 12.30pm

This course will cover appropriate language and etiquette; understanding different communication techniques; legislation and the protected characteristics; types of discrimination; models of disability; strategies for managing EDI in the school environment – how to teach pupils and staff about differences; disability and different models; disability myths and misconceptions.

Autumn Study Conference

14 – 15 Nov 2024

The Autumn Study Conference will provide a range of thought-provoking keynotes and relevant breakout sessions providing pedagogical ideas and practical solutions to take back to your school. This event also incorporates the ISA Art Final, and the highly regarded ISA Annual Awards Ceremony.



ISA Accreditations

Our Professional Development Programme provides high-quality training opportunities for a wide range of school staff, promoting excellence in independent education across the board. ISA accreditations help support our Members and their staff in a range of different areas, providing professional development opportunities that keep schools up to date and add value to staff's credentials.

Providing high-quality continuous professional development (CPD) for staff is an essential tool for schools to maintain best practices, foster excellence in education and keep a competitive edge.

The ISA Certificate for Equity, Diversity and Inclusion Lead recognises the need for current, detailed and supportive professional development to ensure those who take a leading role in this area develop their skills and knowledge effectively. It is designed to enable all those who have an interest in equity, diversity and inclusion within their setting to maintain best practice.

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Learn more about
ISA Accreditations



Don't Settle for Less

Your Pupils Deserve the Best

Rupert Weber,

Head of Education of apetito explores how schools can settle for nothing less than the best when it comes to school catering.



apetito is committed to revolutionising school catering with its premium pre-prepared meals and believe no school should settle for second best when it comes to the meals being served to pupils.

The current landscape means that many schools and contract caterers are trying to cut costs – which for some means cheaper ingredients, reduced portion sizes, or offering a limited menu that lacks variety and nutritional balance. While these measures may help balance the books in the short term, they can have long-term consequences for students' health and well-being.

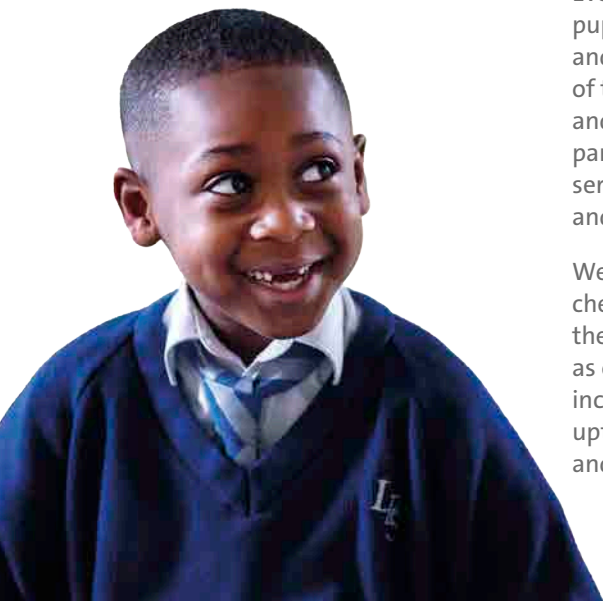
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apetito is proud to be different and as the fastest growing school caterer, we're revolutionising school catering with our premium pre-prepared meals, designed to not only be tasty but also meet the highest nutritional standards. Whether you're looking to improve the quality of your meals, save 15–20% or simplify operations, here at apetito we're able to make catering easy again!

Developed by experts

Every single dish served to the 25,000 pupils we feed daily has been developed and cooked by our award-winning team of talented in-house chefs, dietitians and nutritionists, so both schools and parents can be assured that each meal served will be of the highest quality and nutrition.

We like to think of it as we have the chefs, so schools don't have to and the proof really is in the pudding, as our partner schools have seen an increase of up to 300% in hot meal uptake, boosting pupil satisfaction and engagement.



Don't Settle for Less



Children are at the heart of everything – National Chef of the Year Finalist

In fact, one of our Development Chefs has made it to the final of the prestigious National Chef of the Year competition, previously won by Gordon Ramsay. The dish that secured Jethro a place in the final was an amuse-bouche. The base of the dish was brioche, toasted with roasted crayfish oil with crayfish, cucumber compressed in a yuzu and nasturtium oil and a thin slice of cured pork's cheek. Finally, the dish was topped with rainbow trout roe and edible flowers.

Getting ingredients for this dish was a real family effort explains Jethro: "My kids and I went fishing to get the signal crayfish about half a mile from my house, which is definitely the star of my dish.

"In fact, my children were one of the main inspirations behind this dish. They often head down to the river with me to catch fish and learn more about the food they eat and where it comes from. I think it's so important to teach children about food and ingredients from an early age.



JETHRO LAWRENCE
apetito Development Chef – National Chef of the Year Finalist 2023 & 2024

“
With the meals we develop for schools in our kitchens, we strive to create meals that are not just nutritious but that also introduce pupils to new tastes and textures, encouraging them to explore foods they might not encounter at home. By incorporating a variety of ingredients and culinary techniques, we help children to build a diverse palate.”



Revolutionise your school catering

We're proud that our meals are able to broaden culinary horizons and are loved by pupils and teachers alike. Better still, they can be cooked easily from frozen by catering teams and anyone who has the right food safety training. Our revolutionary meals solution delivers outstanding quality, simplified operations and serious cost savings in every bite.

Don't let your pupils settle for less. Reach out to us today and discover how apetito can transform your independent school's catering with a focus on quality, ease and significant cost savings by visiting apetito.link/ISASchools or contacting 01223 604505



Making a real difference



Claremont School (LS)

SARAH CAKEBREAD
DIRECTOR OF PERFORMING ARTS, CLAREMONT SCHOOL

Breaking the fourth wall

Embracing vulnerability in teaching

Way back in PGCE land, I had the incredible fortune of being mentored by a Drama specialist named Cath Gorman. Word on the university grapevine was that she held a strong belief: you can't truly teach a young person anything unless you first take the time to discover who they really are. This perspective struck a chord with me and has shaped how I approach teaching. Cath's mentorship was not just about sharing techniques; it was about understanding the individual behind the student. Her approach highlighted that knowing our students is essential before we can effectively guide them in their learning journey.

This idea made perfect sense to me right away. While I was at a struggling school in Wigan, I saw just how much better the school environment could be when we approached every interaction as human beings first and teachers second. It was incredible to experience how this simple shift in perspective helped us as a staff connect on a deeper level, creating a more supportive and vibrant atmosphere for everyone involved: students and teachers alike. I knew those students, and as scary as it seemed at the time, I allowed them to know me.

My approach to teaching and thriving in the Performing Arts was born in an environment without privilege, without an array of sumptuous salads at lunchtime, and with a budget that stretched only to a few different coloured t-shirts for the cast. It was at this first school that I also learnt about the importance of forgiveness with my students. I do not mean this in an overarching or particularly fluffy way - as most who know me would say, I am far from 'airy-fairy' in my approach to teaching young people. I believe forgiveness needs conversation, acceptance, and a desire to make good - it is one of the richest currencies that we can spend in our human existence. For me, forgiveness has become one of the most powerful tools I have at my disposal when I am working with the precious commodity that is, 'young people'.

Over the past 20 years, I have dedicated most of my teaching career to Independent Education. Throughout this time, despite the evolution of my teaching style in various areas, one aspect that has remained constant is my commitment to transparency and the pursuit of equality with my students. As the Director of Performing Arts at Claremont, I recognise that my effectiveness in this role

hinges on my genuine interest in the lives of the young people entrusted to my care. I need to share aspects of my own life, as this openness fosters a deeper connection and understanding.

This approach has allowed us to cultivate an environment where we are passionate about our work while also remaining grounded, but not precious. I find it concerning that new teachers are still advised with outdated notions such as, "Don't smile at them until Christmas!" or "You have to go in hard at first." Such methods raise the question: who has ever successfully engaged students using these tactics? The answer is likely no one.

"Finding the courage to admit that I simply 'didn't know' something to my students turned out to be transformative."

In my view, occupying the role of authority in a classroom does not imply superiority over my students. Instead, it signifies that I am an older, more experienced, and specifically trained individual, present to guide them through a variety of experiences and discoveries. In the Performing Arts at Claremont, we prioritise joy, honesty, and forgiveness as our primary modes of engagement. This approach has allowed us to cultivate an environment where we are passionate about our work while also remaining grounded and approachable.

In my early years of teaching, admitting to not having all the answers and trying to remain open to being guided and informed by students (as the human in me knew was the right thing to do), felt very uncomfortable. I had presumed that as a teacher, I should know everything and that I should be the keeper of the keys. I should slowly allow my tightly packed knowledge to be shared with the juveniles in my care. Finding the courage to admit that I simply 'didn't know' something to my students turned out to be

transformative. The first time it happened, I was two years into my teaching career and my first Head of Drama post. It was in a fancy Independent school in the Sussex countryside - this place was so far removed from my own education that I found myself nodding knowledgeably to colleagues, despite having no idea what they were talking about. This habit continued in the classroom: if I didn't know the answer to a student's question, then I waffled, I blagged and I cobbled together some semblance of an answer that could possibly have some credibility – outrageous!

One day, I decided that I was going to come clean and if I did not know something then I was going to say so, loud and clear. So, when a particularly inquisitive GCSE student quizzed me about the political circumstances that led to the playwright Lorca's death and whether I thought Lorca growing up in this regime impacted the way he wrote female characters - I knew it was time to be a 'human being first' and simply say, "I don't know, but let's find out." I was relieved and they were satisfied. Firstly, the students have the benefit of seeing that it is okay to 'not know' and secondly the students are then encouraged to find out for themselves and share their findings - at that moment they become the leaders in the room - and it feels good.

This kind of empowerment in the classroom invariably leads to students feeling comfortable enough to point out when they feel you have got it wrong or been unfair or unjust in the classroom. This is most definitely when redoubling your commitment to being a human being first and a teacher second needs to happen! It is in these moments that I have had to stop myself 'pulling rank' and telling students that I'll set twice the amount of work next time, or that I am the expert in the room and, therefore the only voice worth listening to. Owning my mistakes as a teacher has not always been easy but when I have done it when I have apologised to individuals or classes, then the trust my students have in me has grown. They know that they are heard and seen and that I stand in front of them as a fallible human being.

Most teachers incorporate modelling of task approaches in their lessons. In the Performing Arts at Claremont, this modelling may well entail flinging ourselves around a space, ricocheting from one deep emotional explosion to the next, yet for other subjects this may look more contained or possibly just less embarrassing; either way, where I think the best modelling for our students happens is in how we treat people when we are in a school setting. If our supposedly inattentive students are indeed watching our every move, we have a duty to be our best selves with them.

Given the profound impact our actions have on students, it's crucial that we continually strive to improve our approach to teaching and relationship-building in the classroom. Here are some key strategies that can help us embody the principle of being a human being first and a teacher second:

- **Prioritise Authentic Relationships:** Make a conscious effort to know your students as individuals. Invest time in understanding their backgrounds, interests, and aspirations. This investment fosters a sense of belonging and trust within the classroom.



- **Embrace Vulnerability:** Don't be afraid to admit when you don't have all the answers. Acknowledging your limitations not only models lifelong learning but also empowers students to take ownership of their learning journey.
- **Practice Forgiveness and Accountability:** Create an environment where mistakes are viewed as opportunities for growth. Apologise when necessary and encourage open dialogue about fairness and justice in the classroom.
- **Model Positive Behaviours:** Be intentional about how you treat others in the school setting. Your actions serve as a powerful example for students, influencing their behaviour and willingness to take risks.
- **Reflect and Adapt:** Regularly assess your teaching practices and relationships with students. Ask yourself how you can continue to grow as a human being and educator, ensuring that your approach remains pupil-centred.

By implementing these strategies, we can create a more authentic, supportive, and effective learning environment for our students. It is easy for me to say that we do just that in the Performing Arts at Claremont - and that this is why we are successful in creating open, trusting relationships with students and subsequently increasing their ability to be daring, take risks and grow as creatives. But truthfully, just how open are we as teachers? How open are we to being guided by our students and their suggestions? And, just how open are we to apologising to young people when we have got it wrong?

I am grateful that 20 years on from the wisdom that I found in Wigan. I still ask myself these very questions, and I answer them truthfully. I then commit once again to going to work the next day, as a human being first and a teacher second.



Currently in her twentieth year of teaching, Sarah Cakebread is the Director of Performing Arts at Claremont School, a role she has passionately fulfilled for the past eight years. Having studied at the Royal Welsh College of Music and Drama and Manchester Metropolitan University, Sarah's passion for drama education shines through in her work. As she puts it, "Teaching Drama to young people allows me to share my working day with imaginative, funny, open, skilled, curious and generous young performers, and that is what keeps me teaching!"

Sarah believes in the power of taking risks, often saying, "Just have a go...who knows what might happen!" This adventurous spirit is reflected in her advice to her younger self: "Create opportunities for yourself to do what you love – don't wait for others to make it happen!" In addition to her teaching, Sarah enjoys hiking, weight training, and improvising in the kitchen. She has also completed the London Marathon twice, showcasing her commitment to personal challenges. Under her leadership, Claremont's Performing Arts department has thrived, fostering creativity and student leadership in a vibrant arts programme.

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Fisher German's education specialists have the technical expertise to maximise opportunities whilst minimising cost and liabilities. Our education team works seamlessly alongside other sectors in Fisher German to deliver integrated and holistic property advice.

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STEVEN T. CLARK, HEADMASTER

2023 Junior School of the Year: Finborough School

ISA Awards 2023 Case Study

Nestled in 40 acres of idyllic Suffolk countryside, just a stone's throw from the A14 lies Finborough School. The school boasts a rich history spanning over two decades. It is currently family-owned and led by Mr Steven Clark, Headmaster. Finborough prioritises the holistic development of its students, aiming to nurture well-rounded individuals prepared for life beyond academics—their philosophy centres on five key pillars.

First and foremost, Finborough believes in providing the best possible learning environment. This commitment extends far beyond the realm of academics. The school has invested heavily in its infrastructure, creating a stimulating atmosphere that fosters intellectual curiosity and exploration. The Prep School itself resides within the walls of the historic Finborough Hall, a Grade II listed stucco-faced Tuscan-style country house originally built in 1795. Steeped in history, the building offers a unique and inspiring backdrop for learning. Additionally, a brand new Pre-Prep building caters to the youngest pupils, providing them with age-appropriate facilities to support their development.



Beyond the beautiful surroundings, Finborough emphasises a culture built on the "Seven Habits of Highly Effective People" and their own unique "Learnability" framework. This common language allows teachers to empower their students, fostering confidence, self-esteem, and a strong sense of identity. The school's motto, "strive for the highest," is a constant reminder to put forth one's best effort, while "Learnability" ignites a passion for lifelong learning and a desire for continual improvement.

At Finborough, every child is known and valued as an individual. Teachers, carefully recruited and continuously supported in their professional development, create a nurturing environment that celebrates each student's strengths and encourages them to reach their full potential. With a focus on high expectations coupled with unwavering support, the school empowers its students to become not only academically successful

but also well-adjusted and responsible young individuals. From the historic charm of Finborough Hall to the modern amenities of the new Pre-Prep building, Finborough's Prep School offers a unique blend of tradition and innovation, ensuring a stimulating and enriching learning experience for every child.



AIMS

- Develop responsible global citizens through PSHE, Wellbeing, and International Studies.
- Promote a proactive and solutions-focused approach based on Covey's Seven Habits.
- Nurture a "better never stops" mindset for continuous improvement.
- Help students reach their full potential through "Learnability" – a unique model for tracking learning behaviours.
- Embed a positive character-centred approach to behaviour management.
- Foster deep, creative thinking with a focus on solutions.
- Create a fully immersive learning experience within and beyond the classroom.
- Celebrate diversity and encourage teamwork.
- Offer flexible intervention programmes to support individual learning needs.
- Foster a collaborative and positive learning environment.
- Prepare students for future academic success and beyond.
- Champion the needs of all students, regardless of ability.
- Build strong relationships with families for student success.
- Cultivate a love of learning and a desire for continuous improvement.
- Empower students to use their voices and create positive change.

ACTIONS

Finborough Prep School translates its aims into action through a variety of initiatives. To cultivate responsible global citizens, they utilise a PSHE, Wellbeing, and International Studies programme, encouraging students to grapple with real-world issues and develop a comprehensive understanding of the world. Furthermore, the school culture is built on the Seven Habits of Highly Effective People, fostering proactiveness and a solutions-focused mindset.

Individual growth and inspiration are nurtured through "Learnability," a unique model that tracks learning behaviours to ensure academic success. Additionally, a positive character-centred approach to behaviour management empowers students to take ownership of their actions and contribute meaningfully to the school community. Finally, the curriculum is designed to encourage deep, creative thinking by focusing on solutions rather than punishment.

Diversity and individual development are celebrated through an immersive learning experience that extends beyond the classroom walls. The curriculum itself is research-led and fosters teamwork by establishing cross-curricular links. Flexible intervention programmes address individual needs, while strong teacher-student-parent relationships create a collaborative learning environment.

Preparing students for the future goes beyond academics. Finborough embraces inclusivity with a non-selective admissions process and dedicated LEAD provision to support students of all abilities. Strong family relationships are fostered through regular

communication, and student-led projects inspire independent learning beyond the classroom. Ultimately, the school creates a positive and encouraging environment that instils a love of learning, a "better never stops" mindset, and empowers students to use their voices to create positive change.

OUTCOMES

- Students have developed a strong understanding of the world and their role as global citizens.
- A proactive and solutions-focused approach has been fostered within the school community.
- Students are exhibiting the "better never stops" mindset for continuous improvement.
- Students have reached their full potential through the "Learnability" model, achieving excellent academic progress.
- The positive and supportive school environment has encouraged student ownership and positive contributions.
- Students have developed deep, creative thinking skills with a focus on solutions.
- Students experience a fully immersive and engaging learning environment.
- A culture of diversity and teamwork has been fostered within the student body.
- All students, regardless of ability, are supported and make excellent progress.
- A collaborative learning environment has promoted a love of learning and a positive attitude.
- Students are well-prepared for the next stage of their education and beyond.
- The needs of all students are championed, fostering inclusivity.
- Strong family relationships have contributed to student success.
- Students are developing a lifelong love of learning and a desire for continuous improvement.
- Students are empowered to use their voices to make a positive impact.



EVENTS COMING UP IN 2024

FOOTBALL

U11/U13/U15 Girls - LVS Ascot - 1 October
 U11/U13 Girls - Dixie Grammar - 7 October
 U12 Boys - St John's - 9 October
 U14/U16 Boys - Uni of Nottingham - 17 January
 U11 Boys - St George's Park - 12 March
 U11 Girls - Saint Nicholas - May
 U13 Girls - Lingfield College - 6 May

SAILING

U9 - U18 - Draycote Water - 10 October

HOCKEY

U11 Girls - Lee Valley - 5 November
 U13 Girls - Lee Valley - 7 November
 U15 Girls - Lee Valley - 12 November
 U11 Boys - Lee Valley - 30 January
 U13 Boys - Lee Valley - 4 February
 U15 Boys - Lee Valley - 6 February

RUGBY

U10/U11 Mixed - Colchester RFC - 8 November
 U15 Boys - Market Bosworth - 20 November
 U16 Boys - Westonbirt School - 13 February
 U18 Boys - St James Boys' Ashford - 5 March
 U13/U14 Boys - St James Boys' Ashford - 6 March
 U12 Boys - Teddington - 25 March
 U14 Girls - Teddington - 28 March

SWIMMING

U9-U18 - London Aquatic Centre - 29 November

BADMINTON

U15/U17 - Uni of Nottingham - 21 November
 U13 - Uni of Nottingham - 22 November

TABLE TENNIS

U11/U13 - Uni of Nottingham - 23 January
 U15 - Uni of Nottingham - 24 January

ESPORTS

U9-U16 - Lycee International - 8 February

CROSS COUNTRY

U9-U16 - Venue / Date TBC

NETBALL

U14 Girls - University of Nottingham - 6 March
 U16 Girls - University of Nottingham - 11 March
 U11 Girls - King's High, Warwick - 13 March
 U18 Girls - University of Nottingham - 14 March
 U13 Girls - King's High, Warwick - 21 March

Follow us on X @ISAsportUK and Instagram @isaschoolssport for more updates.



A celebration of champions at Birmingham's Alexander Stadium

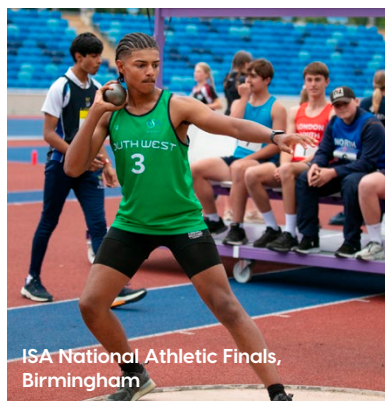
In June ISA hosted its 60th annual National Athletic Finals. We were thrilled to hold the event at the recently renovated Alexander Stadium in Birmingham, which underwent a £70 million redevelopment in 2020. The state-of-the-art facilities and dedicated staff provided an excellent experience for all 840 competing athletes who arrived from 167 ISA Schools. Before the Finals, each of the seven ISA regions—North, Midlands, East Anglia, London North, London West, London South, and South West—held regional athletics competitions. This rigorous qualification process means that every competitor present has already achieved an impressive milestone.

Game On! A celebration of inclusivity

Also in June, Nottingham University hosted the annual ISA Inclusive Festival of Sport. This exciting event is an opportunity for students with special educational needs and disabilities (SEND) from ISA Members' schools to experience the thrill of sports and the joy of university life. Participants will experience an event where they can indulge in various exhilarating sporting activities, all while enjoying a taste of independence by staying in the university's halls of residence. This festival offers just that – a chance to create lasting memories and forge new friendships while immersing yourself in the vibrant atmosphere of a world-class institution. Sports offerings at the event included wheelchair basketball, climbing, archery, and table tennis.

Para Events:

Para opportunities are available for some of our larger events, such as athletics, swimming, and triathlon. You can always discuss the options available for your students with the ISA Sport team.



ISA National Athletic Finals, Birmingham



ISA Inclusive Festival of Sport, Nottingham University



ISA National Athletic Finals, Birmingham

ISA | SPORT Roundup

EVENTS COMING UP IN 2024

CLAY PIGEON

U13-U18 - Bredon School - 29 March

TENNIS

U15 - New Hall School - May
U13 - New Hall School - May

GYMNASTICS

U9/U11 - Adcote School - 11 May

EQUESTRIAN

U9-U18 - Princethorpe College - 24 & 25 May

CRICKET

U13 Girls - Gosfield School - 3 June
U13 Boys - St James Boys', Ashford - June
U15 Boys - St James Boys', Ashford - June
U15 Girls - Gosfield School - 17 June

ATHLETICS FINALS

U9-U18 - Alexander Stadium - 16 June

INCLUSIVE FESTIVAL WITH POWER2INSPIRE

U12/U13 - Leighton Park School - 17 June

INCLUSIVE FESTIVAL OF SPORT 2024

U11+ - University of Nottingham - 24 & 25 June

AREA SPORTS COORDINATORS

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Marc Holland | Saint Pierre School

LONDON NORTH

Sophie Martin | Knightsbridge School

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NORTH

Nick McMahon | Hipperholme Grammar

SOUTH WEST

TBC | TBC

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X ISASPORTUK

ISASCHOOLSSPORT

ISA Sport is committed to providing equal sporting opportunity for all pupils at Members' schools, and 2023/2024 builds on the launch of inclusive events last year. Inclusivity is at the heart of our Association, and we are working closely with valuable partners such as Power2Inspire and the University of Nottingham to grow the inclusive offer for students in your schools.

ISA hopes that positive experiences in such events provide the platform to build confidence and social interaction. Find out about some of this year's opportunities below.

Power2Inspire Sports Festival

Year 7 and 8 students receiving SEND support can join us and Power2Inspire for an inclusive sports event at Leighton Park School. In its third year, the event will include sports such as Boccia, Goalball, Kwik Cricket and sitting volleyball. All pupils will come away with t-shirts, medals and certificates for taking part.

Tuesday 17 June 2025, Leighton Park School. Find out more details and register here: <https://www.isaschools.org.uk/sport/inclusive-sport/inclusive-festival-with-power2inspire.html>

Inclusive Festival of Sport (Residential)

The ISA Inclusive Festival of Sport returns for 2025. Once again, this will take place at the University of Nottingham, with the support of their inclusive delivery team. For year 6+ students, this is a residential two-day festival that offers adapted sports in a non-competitive environment, including all meals and accommodation. Last year students enjoyed a variety of sporting activities including archery, climbing, and wheelchair basketball, and new activities are in store for 2025.

Next year the ISA Inclusive Festival of Sport will take place in June 2025 (dates TBC). Find out more information here: <https://www.isaschools.org.uk/sport/inclusive-sport/inclusive-festival-of-sport.html>



Until we are all safe, none of us is safe

Responding to recent political events through a unique partnerships programme

Recently, as things have become significantly more difficult for many people in the UK, we have been hit with riots on many of our doorsteps and certain groups have become more openly vilified. These have sat alongside divisions and conflict within many spaces such as families, workplaces and friendship groups over recent events in the Middle East.

Although the riots may have quietened down for now, they did not solve the underlying issues from which they stemmed; othering arising from poverty, inequality, division and a lack of space for people from very different backgrounds to meet in a meaningful and consensual manner and openly discuss these topics together without defensiveness. We have a long way to go to solve the many challenges that our young people are struggling with but, as schools and teachers, we have an incredible opportunity and an important role to play here in preventing history repeating itself in the horrific ways we know it can.

Changing this depends on integrating a relational approach. According to social identity theory, humans subconsciously form 'in-groups' (people we identify with ourselves) and 'out-groups' (those who we perceive to be different). To promote change, we must actively reshape these 'in-groups' to include those from different backgrounds, enabling young people to discover belonging through their shared humanity, in any space or place. This can be achieved when people have the opportunity to connect authentically in both formal and informal spaces.

At The Roots Programme, this is what we do. We run a programme called Roots Futures, which responds to some of the deeper challenges that we face within our society, which have given rise to recent events. We bring together young people from very different backgrounds, attending independent and state schools from the same region of the UK, intending to build more curious, connected, and compassionate communities. Together, they embark on a learning journey to humanise and better understand each other, learning about each other's identities, finding common ground, exploring differences and labels, and investigating the range of challenges facing youth in the UK. We deliberately break away from the more traditional partnership model of mentor/mentee relationships between young people, to rather meet as equals, avoiding recreating the problematic patterns that we believe are already existent within many parts of wider society. Instead, we work to build confidence and alleviate anxiety in all of our young people in their ability to step out of their bubbles and build connections with other young people from very different social backgrounds to their own, whether that is in everyday life or later on within higher education/careers spaces.

For 1-2 terms, they exchange letters and creative materials through a carefully designed scheme of work, spend time in each other's worlds for two eye-opening school swap days and ultimately come together on their final Vision day to consider how things need to change within our systems for all young people to be better served within a more Curious, Connected and Compassionate society. History has taught us how important such preventative groundwork is across the globe. As we know, when societal conditions become increasingly difficult, it becomes easier to vilify a particular demographic as responsible. In China, this was the 'Cultural Revolution' (1966-1976) where intellectuals, richer farmers and landlords amongst other groups were publicly humiliated, stripped of any wealth, re-educated, imprisoned or murdered by the state. Across Europe, this was the Jewish, Sinti & Roma communities and those with disabilities in the Nazi era. After the Vietnam War, the children of dual heritage born from American soldiers and Vietnamese women were abandoned in orphanages, in garbage cans or on the streets and persecuted within wider society as a visible reminder of the 'enemy', especially those with Black American fathers. These are just a few of the horrendous cases where a particular group within society has been vilified and arguably punished for the suffering or struggles of their wider societies.

In an increasingly globalising world where many people are faced with cost of living crises alongside rapid change, many people

are struggling and people are having to adjust to new norms. 'Others' can be easily rebranded in this context as a very simple and easily digestible reason for their suffering. Returning to the UK as a young person and later also in my work as a teacher, over the years, I have felt a lot of the unrest and palpable inequality within our education system, the stark contrast between the lives of young people from various backgrounds in the UK. To me, it has felt like different groups could almost be based in entirely different countries, with so many of the young people I have met struggling to know or understand the world outside of their circle. At times, pressure, punishment and ensuing division can take the place of relationships - care, connection and compassion - within our society and systems. These are the things that we are all looking for as young people, teachers and families, in and amongst all of the competing pressures within our lives and work. As Jarrod Wheatley, NSW Youth Worker of the Year 2014 and co-founder of the Centre of Relational Care, states, "We need more than a child protection system, we need a child connection system".

Schools have spoken to us about wanting to do relationship-centred work like this themselves for so long, in a way where young people feel safe and heard to engage in challenging conversations without defensiveness, to tackle some of the challenges we face as a society, but they report feeling that they either lack the skills, knowledge, or time to do it properly. For this reason, our programmes offer a teacher's training session, ongoing support and ready-to-deliver materials. With these materials and training, schools can run the programme completely by themselves in the following years.

We have seen amazing results from young people who have participated in our work, including but not limited to, high levels of young people reporting feeling much more confident in their ability to work well within diverse teams, having much more respect, knowledge and understanding of people from different backgrounds, feeling an increased ability to deal with conflict and raise issues that need to be addressed, more creative problem-solving skills, much improved critical thinking and communication skills, an improved sense of belonging within the wider community as well as feeling more pride in and valuing their identities, experiences and voices.

As our young people are faced with many different challenges, with ensuing unrest and division, as those responsible for caring for our young people, we have a crucial role to play within society. We have to provide young people from very different walks of life spaces to come together to discuss the things that matter to them, and to be supported to connect through this process with compassion and care for one another. Until we are all safe, none of us is safe.

To find out more about a Roots Futures Programme for your school please contact Heidi directly at heidi@rootsprogramme.org or visit our website at www.rootsprogramme.org

Heidi Heinemann is an ex-teacher and now works as the Education Lead at The Roots Programme. Her own lived experiences across divided worlds have informed her work greatly with young people in comprehensive, international and pupil-referral unit settings. Whether that was as a traveller living in her international school's car park, as a Jewish person growing up on the Muslim side of a divided island with its own horrific history, or a young person on free school meals living in an overcrowded council flat, transitioning to a prestigious private boarding school. Heidi has used these insights to support young people struggling with their identities, affected by division in their communities with gentrification, knife crime or complex trauma amongst other things.



Building Bridges

The impact of ISA on Independent Education

As the headteacher of Alleyn Court Prep School for the past eight years, I've been asked to share my thoughts on my involvement with the Independent Schools Association (ISA). Upon reflection, I find myself in a bit of a paradox. While I've been asked to explain my contributions to the ISA, I must admit that my experience has been one of receiving more than giving. The ISA has truly been an invaluable resource for both my personal growth and the development of Alleyn Court Prep School.

The competitive programmes that ISA offer serve as a prime example of the association's value. These competitions, which cover both sports and the arts, have been warmly embraced by our students and their parents. The ISA continually evolves its offerings to ensure they remain relevant and inclusive, as seen with the recent introduction of E-Sports. At Alleyn Court, we have successfully piloted Panathlon Sports, further expanding our students' competitive experiences. The arts programme has been particularly effective in engaging students with language, music, and movement. The benefits for our students make it easy for teachers to incorporate these elements into our annual planning, as they see their educational value.

Our sports department, led by Noel Smith, has been actively involved in various ISA initiatives. Notably, Noel took on the role of leading the Eastern Region in Sport, encouraging colleagues from other schools to get involved, especially in senior school sports events. This engagement has fostered valuable professional networks and resulted in collaboratively planned events that have had a positive impact on participating children and parents.

I was persuaded to take on the role of chair for the Eastern region, and I have genuinely enjoyed the experience. The position was manageable, thanks to the excellent support from our secretary, Anita Barclay, and it opened up numerous educational opportunities and professional connections. I would strongly encourage others to consider such volunteering opportunities, as they greatly enhance one's professional curiosity and sense of belonging within the educational community.

The involvement of staff in hosting or organizing regional sports or arts events has consistently proven beneficial for both the school and the individuals involved. These events always yield positive outcomes, with children, staff, and parents all gaining value from the experience. Those responsible for organizing these events, including ISA personnel, regional sports coordinators, school site teams, PTAs, and other school staff, all contribute to creating meaningful experiences for the participants. In my experience, events that are successful for children tend to have a positive impact on everyone involved, strengthening the sense of community within the school.

The schools I see operating within the ISA network share a common goal: to develop well-rounded individuals with a broad range of experiences and skills while fostering realistic and reflective approaches to both competitive and collaborative challenges. Achieving this aim in isolation is challenging; collaboration is key. One might argue that an individual would be more accomplished if they were simultaneously an Olympic medallist, an academic, a

singer, an inventor, an entrepreneur, a painter, and a poet. However, above all, they must possess kindness – a quality that most would agree is paramount.

In my professional experience, the ISA stands out as the first headteacher association that truly embodies this holistic philosophy. It embraces a diverse range of schools, fostering an environment rich in varied educational perspectives, skills, experiences, and approaches. This diversity challenges perceptions and encourages collaboration. While the ISA does have specialized elements, it does not narrow the educational experience or support a single perspective. Instead, it encourages us to think critically, communicate effectively, and explore the exciting world of independent education. The ISA does not isolate itself; rather, it shows us the potential we can achieve by working together and developing beyond our individual limitations.

The ISA itself is much like a large school, where those who engage fully with its various aspects benefit the most, both personally and for their schools. Importantly, getting involved doesn't have to be a costly endeavour. Many regional meetings and staff development courses are held online, as are numerous competitions. Approaching these opportunities with enthusiasm and engaging face-to-face with colleagues has led to the formation

of valuable professional and personal relationships, often turning into friendships.

As we approach the new academic year, many schools will face tough decisions. In times of financial pressure, staff and school development initiatives can easily take a backseat. However, if challenging times lie ahead, requiring difficult conversations with governors, trustees, parents, and staff, the connections we've built with those best positioned to support us become invaluable. For most of us, these crucial relationships are found within the ISA network.

In conclusion, I have found that through active participation with ISA, both I and Alleyn Court Prep School have benefited immensely. The ISA has provided a platform for growth, collaboration, and mutual support that has enriched our educational journey. As we face future challenges, the strength of our ISA connections will undoubtedly prove to be a vital resource.



After twenty-two years of headship, including the last eight as Head of Alleyn Court Prep School in Southend on Sea, Rupert Snow has recently retired. After serving in the Army and managing a small upland dairy farm on the Llŷn Peninsula in North Wales, Rupert's teaching career began in the state sector in Havering. He later moved to Southend where he served as Deputy Head and Headteacher at two local schools, one attended by his sons, Jonny and Peter. Rupert's wife, also a primary teacher, and he are active members of the Thorpe Bay Yacht Club, where their family enjoys watersports and the marine beauty of the East Coast.



Becoming Haberdashers’ Castle House School

A unique partnership between state and independent schools

Castle House School is a co-educational Prep School and has stood in its present site, at the heart of the market town of Newport, in Shropshire for the last 80 years. Newport is an education-focused area with a range of high-performing state primary and secondary schools, a selective girls’ high school, and a significantly over-subscribed boys’ grammar school which will become co-ed in September 2024. Like all independent schools, we have and do face a variety of challenges, not least justifying our fees against the strong local state schools and the current pressure of attracting and retaining good teachers, alongside operating out of a Grade II listed building that was never designed to be a school in the first place.

It is, however, no coincidence that a strong relationship exists between Haberdashers’ Adams and us that goes beyond just being one of the feeder schools. Governors, teachers, parents, and pupils are interwoven with a healthy purpose across both schools and beyond into the wider community. Therefore, some three years ago, in the blazing sunshine one summer afternoon at the end of the first lockdown, I found myself meeting with the Head of Haberdashers’ Adams, Gary Hickey. Gary described how the Haberdashers’ Company was looking to grow the family of schools, and it had been mentioned that we might be a good fit. Now, fast forward to September 2023, the culmination of many meetings and contractual arrangements, and we were finally able to unveil Newport’s best-kept secret: that we had joined the Haberdashers family of schools to become Haberdashers’ Castle House School.

So, in real terms, what are the overarching changes? On the surface, it is only a new school crest, but if you look just below the skin, the impact is both far-reaching and meaningful.

Our pupils have recently visited Haberdashers’ Hall, the home of this Great XII Livery Company, in London to engage in education-focused activities and workshops. This visit provided a unique opportunity for our students to experience the rich heritage of the Haberdashers’ Company while participating in interactive learning experiences.

Through our collaboration agreement with Haberdashers’ Adams, we have formalised our use of their excellent facilities, which include performance spaces, sports facilities, and science labs. In return, we have welcomed Adams’ sixth form students during the week to work alongside our staff and pupils through their outreach programme. Additionally, we have formally employed Adams’ sixth-form students to assist in our summer camps and activities, fostering a collaborative educational environment.

With Haberdashers’ Adams and the wider schools in the group, we now share best practices. As the head of an independent school, I have never underestimated the strength of teaching and practice in the maintained sector. I am now part of a cross-sector forum of heads that meets throughout the year to identify, discuss, and implement the best practices from all 19 schools. My four most recent class teachers, appointed over the last 12 months, have all come from the state system and have joined Haberdashers’ Castle House from high-performing state primary schools.

Pupil numbers have steadily increased, continuing a positive trend that was already in progress. The 26% increase in school size from September 2023 to September 2024 is a particularly encouraging

statistic. There is undoubtedly strength in numbers. As a prep school leader, I have always valued my ‘ISA Heads contact list’ as a valuable resource for ideas and discussions. Now, I am fortunate to be directly linked to an even more diverse and wider community, which includes not only other schools but also the expertise within the Haberdashers’ Company itself. This expanded network provides even more opportunities for collaboration and growth.

Despite these developments, we remain our charitable trust, with our own governing body, and we continue to set our direction, budgets, and ethos. From September 2024, we will begin to welcome additional board members who are not only Haberdashers’ but also possess specific skill sets. It is a well-reported fact that all schools face challenges in finding governors who are both experienced and willing to commit their time to schools. Specifically, we have been able to access outstanding knowledge in the areas of compliance and education to bolster our already strong board.

As Head I have strong contacts with the company, meeting on numerous occasions and annually I welcome a ‘Deputation’ from the company to visit the school. The word ‘Deputation’ sounds so formal and serious; indeed, to the untrained reader, this sounds like a yearly ISI inspection! I must stress that it is not by any means, although my dedicated staff always take such opportunities as a point in time to focus, shine, and show to our interested visitors our unique school setting. Our first ‘Deputation’ was last October, and what will remain in my memory about this day is how I couldn’t move our visitors on from our nursery setting! Maybe this was in part through a reluctance of our two-year-olds to allow their ‘special visitors’ to leave, or maybe it is because our youngest pupils in school are the future and that the Haberdashers’ themselves hold these and all children at the heart of their purpose.

So, just over a year since we joined, we are still at the outset of our Haberdashers’ journey. With the other schools in the group, we plan in-person and virtual competitions covering sports, general knowledge and indeed all areas of the curriculum. Our modern digital world does not make geographical location an issue anymore.

Not surprisingly, all at Castle House School have seen a recent period of immense change. My team has fully embraced this and there is a feeling of optimism for our future. At this time of



political uncertainty and challenge for the whole independent sector, surely there is no better example of a collegiate approach to education where maintained primary and secondary schools exist under a common umbrella with independent prep and senior schools? Our collaborative working practices go way beyond those often seen between independent and state schools. We have a structure underpinning the sharing of the very best of education which directly impacts children, teachers, and parents under one common umbrella. We are also, of course, now part of an organisation steeped in tradition which goes way beyond our meagre 80 years.

The Haberdashers Company

The Haberdashers family of schools educates 12,000 children and young people. For centuries these schools have been supported financially by (mainly) 17th Century endowments. Today this historical foundation supports an increasingly close-knit relationship with our schools as the Company uses its ability to create relationships, harness expertise and open doors for the benefit of our school community. In its widest sense, this is Haberdashers' Advantage.

We begin by giving our schools access to business and professional leaders as governors. There are already nearly 70 members of the Company acting as school governors. And, like all good relationships, the benefit is mutual – the Company regularly recruits new skilled and committed members from school governing bodies. We also use our ability to attract talent,

connect with the wider world and bring people together to deliver direct initiatives for staff and students. This is the Haberdashers' Advantage programme, and it is designed to support our purpose to *Empower young people from every background to fulfil their potential.*

There are three interlinked strands of the Haberdashers' Advantage programme. The **Working Together** programme is about professional collaboration and brings together staff, school

leaders and governors to connect, showcase school achievements, learn from inspiring external speakers and generally gain the benefits of a wider educational context than any individual school group can offer. Over the last 2 years, we have been focussing on mental health and educational technology. We are now adding curriculum planning and innovation. This allows schools to have access to state and independent sector expertise – an unusual benefit in the world of education.

These cross-sector contacts are also important to the **Character** programme for students – contact with young people from very different backgrounds helps students to respect differences and value diversity of opinion. The activities for this programme are based on establishing a sense of community and providing cultural capital and character development opportunities. The Futures programme for students is outward facing – we use our networks to provide careers and employability skills development opportunities for students.

Over the last three years, we have extended and consolidated the Haberdashers' Advantage programme. The focus has been on events. Over 3500 students take part in a Haberdashers' Advantage event over an academic year. Members and Company contacts give their time and open up opportunities that would be otherwise inaccessible to many students. To extend our networks, relationships and impact further, we are now launching a new professional mentoring initiative as part of the **Futures** programme – Habs Aspire. This will provide sixth-form students with a mentor in their chosen career sector and support schools to build their local network of career contacts. We are also planning to increase our initiatives for Prep and Primary schools and looking forward to working with Castle House as part of these projects.

We recently asked our school leaders (CEOs, Heads, Principals and Directors) what keywords represent the impact of being part of the Haberdashers' family of schools. We were delighted with the top response - *Opportunity and other important words - Connections, Excellence and Collaboration.*



Ian Sterling has been Head of Haberdashers' Castle House School since January 2018. He has worked as an ISI Inspector since 2002, is currently ISA Midlands Treasurer and is a Governor at an ISA School.



Arabella Gonzalez has been Director of Schools and Estates for the Worshipful Company of Haberdashers since 2021. Previously she was Deputy Head of Operations (COO) for the British Council School in Madrid.

WELCOME TO OUR NEW MEMBERS

NEW MEMBERS

Mark Brain	Westbrook Hay School	London North
Jane Evans	Wychwood School	London North
Katy Joiner	Broughton Manor Prep School	London North
Mark Gill*	Central Education Ltd.	London South
Renato Pires	East Sussex School of Circus Arts	London South
Maureen Turner*	Strawberry Fields Nursery School	London West
Owais Ahmed	Edgbaston College	Midlands
Irinder Minhas	The Lady Byron School	Midlands
Allison Rice*	Clervaux Garden School	North
Gill Makinson	Red Rose School	North
Guy Barrett	Cricklade Manor School	Southwest
Francesca Meynell*	Grace Garden School	Southwest
Mark Howe	Forres Sandle Manor	Southwest
Matthew Burke	Beaulieu Convent School	Southwest

*Affiliate Member

TRANSFERS OF MEMBERSHIP

Peter Middleton	ArtsEd	London West
Maria Young	Farnborough Hill School	London West
Mona Taybi	International Community School	London West
Andy Harris	Emmanuel School	Midlands
Francine Smith	Highclare School	Midlands
Maria Boix	Hopelands Preparatory School	Midlands
Frances Fernandes	Leicester Prep School	Midlands
Gareth Lloyd	Malvern St James	Midlands
Lisa Donnelly	S. Anselm's	Midlands
Sarah Whittington	Sunfield Childrens Home and School	Midlands
Matthew Davies	St Joseph's Nottingham	Midlands

WELCOME TO OUR NEW MEMBERS

OVERSEAS MEMBERS

Elena Smilas

Joseph Kiggundu

The Heritage Private School

Kings Schools

Limassol, Cyprus

Uganda

HONORARY MEMBERS

Penny Ford

Claudette Salmon

Helen Chalmers

Moyra Thompson

Rupert Snow

Sarah Morris

ISA Awards 2024

We are delighted to announce this year's finalists and highly commended entries. Thank you for your entries, which help to make each year a success. We welcome submissions for a variety of categories, which highlight the diverse range of strengths in our Members' schools.

The ISA 2024 Awards Ceremony will take place at the Autumn Study Conference - 14 - 15 November. We invite you to join us in celebrating the best in our Members' schools. If you are a Finalist, this is your chance to represent your school's achievements in perpetuity as the winners are announced. To book your place, visit the ISA website.

Congratulations to our Finalists and Highly Commended Schools!

ISA Award for Excellence and Innovation in Early Years

Finalists:

Kingscourt School, Little Downsend,
St Christopher's School (Surrey)

Highly Commended:

Springmead School

ISA Junior School of the Year Award

Finalists:

Fulham Pre Prep, King's School (Plymouth),
Rosemead Preparatory School

ISA Senior School of the Year Award

Finalists:

Brampton College, Queen Ethelburga's Collegiate,
Stafford Grammar School

Highly Commended:

Beech Hall School

ISA SEND School of the Year Award

Finalists:

Highgate Hill House School,
The Holmewood School, Merrywood House
Independent Special School

ISA Boarding School of the Year Award

Finalists: Cardiff Sixth Form College, Lockers Park

ISA Award for Outstanding Sport (Small School)

Finalists:

Brooke House College, Herries Preparatory School,
Maple Walk School

Highly Commended:

The Old Vicarage School

ISA Award for Outstanding Sport (Large School)

Finalists:

Claire's Court, Gosfield School,
Radnor House (Twickenham)

Highly Commended:

St Mary's School (Hampstead); Heywood
Preparatory School

ISA Award for Excellence in Performing Arts

Finalists:

Annemount School, ArtsEd Day School & Sixth Form,
Bournemouth Collegiate School

ISA Award for Excellence in Fine Art and Design

Finalists:

Ballard School, Cundall Manor School, Faraday School

Highly Commended:

Bournemouth Collegiate School

ISA Award for Outstanding Engagement in the Community

Finalists:

New Hall School, North London Grammar School,
Quinton House School

Highly Commended:

Holme Grange School

ISA Award for Future Readiness

Finalists:

Colchester Prep and High School, King's High School
- Warwick, Leighton Park School

Highly Commended:

Oxford International College, Brighton

ISA Award for Excellence and Innovation in Equality, Diversity, and Inclusion

Finalists:

Chelsea Hall, North Bridge House Senior School
Hampstead, Rosemead Preparatory School

ISA Award for Excellence and Innovation in Mental Health and Wellbeing

Finalists:

Liberty Woodland School, Radnor House
(Twickenham), Slindon College

Highly Commended:

Colchester Prep and High School

ISA Award for Excellence in Sustainability

Finalists:

Crescent School, Kingsley School (Bideford),
Liberty Woodland School

Highly Commended:

Colchester Prep and High School

ISA Award for Innovation in Independent Education

Sponsored by: Toddle

Finalists:

Halcyon London International School, North London
Grammar School, Westbourne School,

Highly Commended:

St Mary's School (Gerrards Cross)



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