

THE ISA JOURNAL

SUSTAINABILITY | NO 27 | FEBRUARY 2022



- A SUSTAINABLE FUTURE
- SUSTAINABILITY BY THE STUDENTS, FOR THE STUDENTS
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Welcome

FROM THE CEO

Rudi Elliott Lockhart



Schools are exciting places in part because inherent within them is a focus on the future. Even at the schools with the longest histories the pupils change with every year as cohorts move on. Today's pupils will shape tomorrow's world, and the education that we can provide for them helps to prepare them to meet the challenges they will face, whatever they might be. So it's appropriate that this edition of the Journal has its eye

firmly on the future. Our theme is sustainability, both what our schools can do now to operate in more sustainable ways, and also what education we can provide to help pupils behave in more environmentally responsible ways than some in our and previous generations have.

Of course some of the greatest energy for driving change to make our schools more sustainable comes from the pupils themselves. In this issue Amna Blake writes about the value of engaging the whole pupils community. Amongst other things, she describes the ways that nudge theory has helped pupils move away from single-use plastic bottles in her school and how pupils have upcycled discarded materials to make decorations for both Diwali and Christmas. Helen Chalmers sets out how a focus on outdoor learning has led to a wide range of environmental changes from using school grown produce in cookery lessons to ensuring that only biodegradable glitter is used in art. Again, Helen points out the importance of pupils keeping the pressure up, whether on the local MP or on big businesses.

We take a look at how Leighton Park School used COP26 as an opportunity for the whole school to debate the challenges of sustainability and consider environmentally-friendly initiatives, and how a group of students had the chance to travel to the summit itself and create a documentary exploring the future of the planet.

In Adam Greenwood's article he explores how he's been able to take a more sustainable approach to the food consumed at his school with all food now sourced in the UK, meat free Mondays, vegan alternatives available for all, and all meat organic and sustainably reared.

There's also room in this edition to celebrate the winners of the ISA Awards last November. All of the awards were hotly contested and the depth of quality and range of outstanding achievement within the Association is clear. There's also celebration in James Allen's article giving the incredible story of ten of his pupils taking part in a cross channel relay swim (and raising £35,000 for Mencap while they were at it). This really shows the remarkable things that our pupils are capable of achieving.

There is also a piece by Stuart Nicholson on how to respond to the very serious challenges that Everyone's Invited and the subsequent Ofsted review have highlighted for all schools, and a set of very helpful reflections from Carl Bates on how we can encourage back to the UK some of the extremely talented teachers who have taken jobs overseas in recent years. I am also delighted (and my childhood self is ridiculously excited) to highlight an article from Johnny Ball on the importance of learning about the history of Maths.

There is, as always, so much more going on than can be squeezed into the pages of the Journal and I look forward to hearing from members about things going on in their schools that might be highlighted in future editions.

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James Allen – Headmaster at
Beech Hall School

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Seaton House School

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U4L – ISA Gold Supplier

Johnny Ball – Mathematician

Front cover photo: Woodlands School Great Warley (E)



Abbey Gate College (N)



The Grange School (N)



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Moon Hall Reigate (LS)



St James Preparatory London (LN)

WELCOME TO OUR NEW MEMBERS

NEW MEMBERS

Lady Aisha Academy	Naeem Aslam	East
St Mary's School	Nicola Griffiths	East
Hampstead Hill School	Andrea Taylor	London North
Beechwood School	Justin Foster-Gandey	London South
Earlscliffe	Joss Williams	London South
Liberty Woodland School	Leanna Barrett	London South
Reflections Nursery and Forest School	Liz Brown	London South
The Montessori Place	Rob Gueterbock	London South
The New School London	Lucy Stephens	London South
Fulham School	Neill Lunnon	London West
Al Ameen Primary School	Mohammed Aminur Rahman	Midlands
Amberleigh Therapeutic School	Natalie Dixon	Midlands
Birchfield Independent Girls School	Rehana Mogra	Midlands
Darul Uloom Leicester	Ishaq Boodi	Midlands
Emmanuel Christian School Leicester	Simon Terry	Midlands
Lokrum Fields School	Louise Chance	Midlands
Rosslyn School	Irina Jones	Midlands
Cambridge Street School	Suleman Collector	North
New Horizon Community School	Mohammed Sheikh	North
Shebbear College	Caroline Kirby	South West

TRANSFER OF MEMBERSHIP

Ayscoughfee School	Theresa Wright	East
Brookes UK	Natalie Taylor	East
Gosfield School	Rod Jackson	East
Future Education	Debbie Edwards	East
Kirkstone House School	Stuart Judge	East
Little Garth School	Kathy Uttley	East
Thorpe Hall School	Stephen Duckitt	East
Coopersale Hall School	Moreen Barnard	London North
Esland Oracle School	Faye Causer	London North
LVS Oxford	Ian Peters	London North
Park School for Girls	Catherine Redfern	London North
Salcombe Prep School	Nicola Sands	London North
Wetherby Senior School	Joe Silvester	London North
Bishop Challoner School	Mark Wallace	London South
CATS College Canterbury	Severine Collins	London South
Farlington School	James Passam	London South
Hampton Court House	Adrian Rainbow	London South
Northeast Manor	Martyn Ward	London South
Sackville School	Leoni Ellis	London South
Sacred Heart School	Johanna Collyer	London South
Seaton House	Carl Bates	London South
St Christopher's the Hall School	Tom Carter	London South
The Mead School	Catherine Openshaw	London South

WELCOME TO OUR NEW MEMBERS

TRANSFER OF MEMBERSHIP (continued)

Canbury School	Carolyn Yates	London West
Dolphin School	Sam Gosden	London West
Instituto Espanol Canada Blanch	Nuria Peris	London West
Reddam House School	Rick Cross	London West
Southbank International School	Keith Birch	London West
The Study Wimbledon	Vicky Ellis	London West
Airthrie School	Jason Dobbie	Midlands
Derby Grammar School	Paul Logan	Midlands
St Edward's Preparatory School	Paul Fathers	Midlands
Stratford Preparatory School	Tracey Woodcock	Midlands
Brabyns Preparatory School	Lindsay McKenna	North
Forest Preparatory School	Graeme Booth	North
Lady Barn House School	Louise Higson	North
Red House School	Rebecca Ashcroft	North
St Martin's Preparatory School	Diane Crookes	North
Bristol International College	John Milne	South West
Cleve House School	Clare Fraser	South West
St Piran's School	Lucy Draycott	South West

SCHOOL ASSOCIATES

Adele Ashby	Hampstead Hill School
Sian Hoskins	Hampstead Hill School
Ross Montague	Hampstead Hill School
Lewis Taylor	Hampstead Hill School

LIFE ASSOCIATES

Rose Threlfall

School News

SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS

This is just a small selection of news from across ISA. Don't forget to share your news with us at comms@isaschools.org.uk and tag us on Twitter (@isaschools) to potentially appear in the ISA Journal, on the ISA website or on our Twitter account!

SUPPORTING THE COMMUNITY

Has your school supported a charity or community project, or is your school in a partnership with a local state school? Share your news with us at comms@isaschools.org.uk. You can also share information on your partnerships on the ISC's Schools Together website at: www.schoolstogether.org



King Alfred School (LN)

King Alfred School (LN) collect over 500 coats for those in need

The parent and staff community at King Alfred School arranged a collection for Wrap Up London which led to over 500 coats being donated. Wrap Up London distribute the coats to various charities who provide them to those living in harsh conditions or experiencing homelessness.

King's High Warwick (M) students create photo books for hospital wards

Girls at King's High partnered with pupils from Warwick School to make reminiscence photo books for the elderly. Students created books showing films and fashion through the decades, and even landmarks as part of their volunteering with Kissing It Better. The charity work to connect the older and younger generations and these books were passed on to the Frailty Wards at Warwick Hospital.



King's High Warwick (M)

Elmhurst School for Boys (LS) make essential donations to Croydon Refugee Centre

Elmhurst School for Boys has a focus on building essential characteristics in boys. During the Citizenship period, The Croydon Refugee Centre was supplied with food, clothes, shoes, toys and suitcases after the kind donations of the Elmhurst family on 'Fill the Minibus Day'. Some of the boys from Year 6 delivered the donations, which were gratefully received by centre volunteers.



Queen Ethelburga's Collegiate (N)

Queen Ethelburga's Collegiate (N) hold evening group to knit for local community

Last term, a new Knit and Natter group started to meet on Thursday evenings at Queen Ethelburga's. The aim was to work on projects for the local community as pupils learnt to knit from staff members who kindly gave up their time to help. Blankets were crafted for local cat rehoming centres and hats for the homeless as part of the yearly UK Hand Knitting campaign. 12 hats were sent out in November, each took between five and 12 hours to make.

SPORTS SUCCESSES

Tranby (N) golf ace finishes joint 12th at Junior Open Championships

Year 13 Tranby student Will took part in the Junior Open Golf Championships in Spain, finishing joint 12th out of 94 players.

Will handled the challenges of the courses, La Canada and the idyllic mountain settings of Alcaidesa, remarkably as he progressed to the final play-off round which was broadcast on Sky Sports.

Read more about the conditions Will had to battle through on each day on the Tranby website.

<https://www.tranby.org.uk/news-events/news/artmid/651/articleid/61/year-13-will-finishes-joint-12th-out-of-94-players-at-the-junior-open-golf-championships-in-spain#>

Lingfield College (LS) trio star with cricket, powerlifting and equestrian honours

It's been a treble of sporting success for Lingfield College students recently. Year 11 pupil Jessie was named the U15 Batter of the Year by Kent County Cricket Club. The honours kept rolling for Lingfield as another Year 11, Scarlet, represented the school at the NSEA Championships, becoming a national champion with triumph in the class 4SJ100.

Finally, Theo in Year 13 is now ranked third in the world for his weight and age group after impressing at the Powerlifting World Championships. Theo came away from the tournament with a Bronze medal overall and Gold in the bench press. Theo lifted 622.5kg over three events and is now the British Powerlifting Champion.

Scarisbrick Hall School (N) pupil becomes 5-time taekwondo Champion

Mia, who attends Scarisbrick Hall School in Lancashire, has been crowned as a British Taekwondo champion for the fifth time after recently winning the Junior Female competition in the 42kgs division. What an excellent achievement!

Year 6 pupils from The Kingsley School (M) steer away in rowing competition

Four students from The Kingsley School in Leamington Spa impressed in a local indoor rowing competition this term. Tara, Kirstie, Aisha and Francesca finished second in a tournament of six teams after rowing a total of 784m.



Tranby (N)



The Kingsley School (M)

PUPILS' SUCCESSES

Abbot's Hill (LN) student wins ISA Whitbread Prize for 2021

Last term, Isabelle from Abbot's Hill School was announced as the winner of the ISA's Whitbread Memorial Prize for 2021.

The honour celebrates academic excellence in Year 11 exams, as well as outstanding service to the school and wider community. Isabelle achieved straight 9's in her GCSEs and made excellent contributions to Abbot's Hill as part of the Head Girl team, her role as a Prefect and also Chair of the School Council.

Isabelle was also Equestrian captain for the National Schools Equestrian Association's (NSEA) Dressage and Combined Training Championships.

Beech Hall School (N) pupil lands spot as number one speller in the world

Back in October, 11-year-old Rowen from Beech Hall School shot to the top of the global Spellzone rankings by collecting an astonishing 950 points. Rowen overcame the challenges of British peers, as well as those as far and wide as Canada and Egypt. A truly exceptional achievement to mark the end of her journey at Beech Hall.

Stonar School (SW) win Globoeducate Academic Olympics with sustainability plan

As 22 Globoeducate schools from across the world took part in this year's Academic Olympics, it was the Year 10 pupils from Stonar School who came away victorious. With the 2021 competition focusing on goal 11 from the United Nations, students were tasked with developing plans to make cities and settlements more sustainable.

The Stonar team were challenged with a problem solving mission to identify five sustainable cities and efficient (cost, time and carbon footprint) travel between each, filming a public service announcement to encourage efforts, model building and finally creating a website.



Stonar School (SW)

Abbey Gate College (N) pupil to be published in Young Writer's book

A Year 11 from Abbey Gate College will be published in the 'Empowered – A Fountain of Ink' book from Young Writer's.

Having always shown a keen interest in poetry, Libby was borrowed the personal copy of Carol Ann Duffy's 'The World's Wife' by her teacher, Miss Milloy. This inspired Libby to write 'Literature Injected Romance', which was influenced by the powerful women explored in her English lessons, like Lady Macbeth and Havisham. Miss Donarski, Head of English, encouraged Libby to enter the poem into the Young Writer's Empowered competition and it has now been selected as one of over 12,000 entries that will be published.

STEM SPARKS

Derby Grammar students (M) excel in Bebras Challenge, earn Oxford University invite

8 pupils from Derby Grammar School earned the Gold Award for their impressive results in the Bebras Computing Challenge. These students finished in the top 10% nationally within their age groups, landing them an invite to the Oxford University Computing Challenge which takes place this month.

The Oxford University challenge encourage children to produce programmed solutions to computational thinking problems.

Year 6 pupils at St Andrew's, Kent (LS), win Game Changer awards

Students from 6N and 6J at St Andrew's Kent, recently took part in the Game Changer Challenge. A inter-school game design and programming competition hosted by the CLC. Games were created using Scratch.

'Jumpy Square' from 6J, a platformer style game with plenty of levels crowned off by a final boss fight, won the award for Best Programming as it demonstrated the perfect balance of challenge and replayability value.

6N produced 'Magic Keys', which featured a variety of background and characters that led players on an adventure. The personal touch added by instructions and speech bubbles saw it awarded the honour for Best Story.

Parsons Green Prep (LW) embrace Maths Week with 'Where's the Maths in That?'

As part of Maths Week England, Parsons Green Prep embraced the theme of demonstrating how maths can be found all around us. Pupils considered 'Where's the Maths in That?' as they investigated things from our everyday lives. Year 5 students received certificates after applying their numerical skills to break free of the 'numberella' escape room.



Derby Grammar (M)



Parsons Green Prep (LW)

SUPPORTING THE COMMUNITY

Coach Marc at The Mulberry House School (LN) completes 24-hour Children in Need Danceathon

Staff at ISA schools are always keen to support fundraising efforts as well, as shown by Coach Marc at The Mulberry House School (LN) for Children in Need 2021. Coach Marc sported a Pudsey outfit and matching ears as he completed a 24-hour Strictly Come Dancing Challenge to raise funds. He managed to win over the pupils with his attempts, landing scores of 10 throughout, all contributing to almost £4000 being raised. Well done Coach Marc!



The Mulberry House School (LN)

Hydesville Tower School (M) donate 'buddy bags' to children fleeing domestic violence

On Global Be Well Day this year, pupils at Hydesville Tower School (M) arrived with 'buddy bags' full of essential items for children in emergency accommodation after escaping domestic violence.

Children fleeing these horrific circumstances often arrive at places of refuge with nothing but the clothes they're wearing, so donations like this really offer comfort at an incredibly difficult time. Mrs Dhadda personally delivered the 'bags of

love' to the local women's refuge centre, with the Hydesville community coming together to supply over 100 extra items and more than £180 for the Buddy Bag Foundation.

The 10 wellbeing ambassadors in Hydesville Tower's Senior School will be working with Mrs Dhadda on many more charitable acts throughout the year.

Southbank International Kensington Pupils (LN) create welcome book for refugees

As part of the Action through the Arts club at the Kensington campus of Southbank International School, students created a beautiful welcome book for Afghan children and their families. This idea was inspired by the Council of the Royal Borough of Kensington and Chelsea.

After planning what the newly-arrived children would need to know about London and forming the illustrations, Mr Nassiri then translated the words into Farsi-Dari. Kensington and Chelsea council, as well as Westminster council were so impressed that they have decided to print and distribute the book to the Afghan families they're helping.



Southbank International School Kensington (LN)



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Hemdean House School (LW)

HELEN CHALMERS

A Sustainable Future

A small idea has grown into a big part of school life at Hemdean House School. With the vision and drive of a member of the teaching team, and an enthusiastic teaching assistant, the concept of outdoor learning has matured into Forest School and is still evolving and building momentum. Each year the curriculum is expanding, with school-grown produce for cookery lessons and an ethical and sustainable ethos throughout the school and its wider community. There was never any doubt about the benefits of taking learning outside the classroom, but the positive impact and passion displayed by the children to this approach to teaching has been remarkable.

Every class group has a 1 ½ hour Forest School lesson per week, and this has proved popular with every child. Children with barriers to learning suddenly find themselves in an environment where they are able to express their knowledge freely and confidently with no need to put pen to paper and consequently thrive. The children investigate and problem solve to understand the impact of their behaviour on the environment, whether in school or outside in the fields, woods or garden. Regular surveys

initiate ideas for creating a more biodiverse landscape, and this has enabled them to achieve both their Woodland Trust Platinum Award and RSPB Wild Challenge Gold Award. Children respond well to team activities. The outdoor environment seems to positively influence social interaction with little or no arguments as to who works with whom when it comes to working as a team to create a den or sculpture. The joy of working outside sees the children naturally gravitate to roles of organisers, designers, collectors and problem solvers, with listening and sharing ideas happening with little dispute. This really is one of those magical moments, which establishes a positive memory of learning and establishes long-term life skills in an environment accessible to all.

In the natural environs, the children's knowledge grows as they develop a wild flower garden for pollinators, vegetable crops used in cookery lessons and learn about the impact of air miles on the world.

They eagerly collect windfall apples to make cakes and pies in the autumn, and have developed an understanding of the

“In today’s world, giving children the information to tackle major environmental issues is a significant and perhaps vital skill.”

benefits of fresh and local produce. The children have benefited from the participation of our parents in school environmental projects. One of our parents, a medical herbalist, shared her knowledge of the power of wild plants and is supporting the children in creating a herb garden containing both cultivated and naturally growing herbs. The children were fascinated by the close up investigation of nettles, dandelions and hawthorn and now look at them in a different light to the nuisance they are usually thought as. The pupils have developed a real appreciation of how many natural foods and remedies are to be found in the world around them and how these were used in the past and voice their opinion on how sad it is that knowledge about their use has been lost. This extended knowledge has developed an adventurous, have-a-go mindset, with children often fussy about their food now trying the dishes that they cook, nettle tea and dandelion honey.

In today's world, giving children the information to tackle major environmental issues is a significant and perhaps vital skill. The children, spearheaded by our Eco Committee, The Pollution Preventers, have become real leaders in the challenge of avoiding single-use plastics around the school. Investigating decomposition and timescales for plastic breakdown left the children horrified by the amount of plastic that ended up in the oceans and the consequences that arose and endanger the marine wildlife. Starting with (easily) achievable targets, the school banned single use water bottles and all pupils brought refillable bottles to school. Extending this further meant avoiding ordering bottled water with packed lunches for school trips. A survey of art supplies found an excessive use of glitter and plastic beads. A glitter amnesty followed and the school now only uses biodegradable glitter. The problem was how to dispose of the glitter, to avoid any environmental consequences. Children's research found that setting the plastic glitter into resin to create Christmas decorations and using it to make pencil pots gave the opportunity for environmentally friendly creativity to flourish. Collecting water and milk bottles and turning them into pencil storage cartons as well as plant pots and bug hotels transformed part of the garden into a working recycling plant! The children continue to ask for further reduction in plastics, particularly in the lunch hall and are collecting all the plastic pots and using them for paint and glue pots. The latest plans include the phasing out of plastic bags currently used for storing forest school kit and designing and making our own bags using fabric for this purpose instead.

These efforts were not unnoticed and the School has been proud to participate in the Caversham Traders' initiative of a Plastic Free Caversham, working with local businesses to reduce and phase out the amount of single use plastic in the town, giving the children a real pride in their community beyond the school gates. The skills of persuasion were honed as the children challenged big businesses such as Twinings, Waitrose and Lush, as well as the local MP in their plans for plastic reduction. Their next project is to invite a local Councillor to school to discuss and debate their concerns and help to spread the message to a further audience. The culmination of this hard work has been the achievement of a "Plastic Free School" accreditation from Surfers against Sewage. Yet their aspirations do not stop here, now they are working on a further extension to their award and it is a joy to behold the pupils asking to go litter picking to ensure the woodlands and local environments remain litter free.

The children, driven by their ever-increasing knowledge realised the need for a sustainability plan to protect and ensure the longevity of their woodland spaces and nurture their forest as a thriving habitat. They noticed areas of the woods becoming



tired from continual use. They questioned what was happening and started to understand erosion on the slopes was a negative impact of their regular use and that the number of wild garlic and other woodland plants was in decline. What an immense life lesson seeing on small scale what was happening in the wider world. Consequently, they decided actions were needed and developed a plan. They knew they would have to allow time for the woodland to regenerate and took the hard decision to avoid overusing the area for a year. When working in the forest they limited activities and planted saplings, taking advantage of the Woodland Trust tree packs by planting dog rose, hawthorn, hazel, crab apple and dogwood to support regrowth, avoid erosion and sustain natural habitats in the

“Forest School is a key part of our mental health and wellbeing, not only allowing our children to be outside but also to enjoy the health benefits which woodlands are noteworthy for providing.”

woods. They ring fenced this freshly planted area by weaving a willow fence and scattered wildflower seed and bluebell bulbs as part of their long-term regeneration plan.

The children along with our groundsman had previously created a pond in the forest, which had been allowed to fill with rainwater and naturally populate with frogs and newts. The children were concerned when the pond dried up but took the opportunity to clear it of fallen leaves and debris. With the winter rain, it refilled with clear water and the children were pleased and amazed when this spring it was once more full of frogspawn without human intervention.

Our older children were eager to develop the biodiversity of the school and declared a separate area of woodland as a "conservation area". They were horrified with the amount of rubbish they found in the area and have worked over several months to clear the site of rubbish and create homes for nature as well as a bird hide. Once again the positive impacts of their actions have seen the arrival of a woodpecker and even pheasants, and an array of wild flowers previously unseen.

All these endeavours to ensure the sustainability of our woodland areas have reaped tremendous benefit. When Spring once again returned, the cries of wonder re-entering the woods with cow parsley and wild garlic in an abundance never seen before was inspiring. We had lush new growth in the trees and bushes; we had new woodland plants and fungi flourishing and our first bluebells, wood forget-me-not and garlic mustard. The children were not concerned by the strong and healthy growth of stinging nettles but very much saw it as the habitat for caterpillars and consequently butterflies, and even worthy of spring nettle tea. Our bird boxes have coal tits nesting and a Muntjac deer has been seen in the woods along with obviously inhabited dens. We have also recently sighted a couple of new visitors to our grounds – two female pheasants!

The impact of our Forest School and sustainability learning has extended beyond the school gates. Knowledge and projects were a welcome relief for many of our children during lockdown, supporting their mental wellbeing and ability to cope with a difficult situation. Many of the children continued with their Forest School initiatives at home and enthusiastically shared videos and pictures of their projects growing a variety of vegetables and flowers as well as caring for wildlife. Parents commented on the relief of being able to give their children a project outside and away from the inevitable large amounts of screen time, and the four walls of the home which became the new classroom, and that the children sought out these opportunities – many independently.

Now back at school, Forest School is a key part of our mental health and wellbeing, not only allowing our children to be outside but also to enjoy the health benefits which woodlands are noteworthy for providing. Forest School now ends with mindfulness sessions, calming the children who enjoy the moment of tranquillity listening for the wind and particularly enjoy the closeness of the resident robin who always joins the session in a bush nearby to provide a suitable sound track. As the school now works towards its Green Flag Award the children are further building on the solid foundations of knowledge and commitment so far. They have learnt to share opinion and concern for the natural environment and gained lifelong skills in teamwork and the importance of community. The legacy being built with this generation is surely a positive one in many ways and in particular their desire to ensure a well-cared for sustainable landscape for many years to come.



Helen Chalmers has been the Head Teacher at Hemdean House School for 4 years after her previous Headship at Danesfield Manor School and her time as Deputy Head at St Edmunds in Hindhead. When Helen started teaching, she was elevated to the Leadership team and made Assistant Head within her first three years in the job.

Prior to her moving into Education, her Maths degree paved the way to many opportunities in different areas of business, including working for Social Services and inspecting Nurseries and Childminders before Ofsted took over.

She has a keen interest in Safeguarding which has led to her not only becoming the Welfare Officer at her local golf club, but also helped her secure a position as the ISC Expert Group; Safeguarding and Welfare Representative for the ISA. She is the ISA Assistant Area Coordinator for London West and has also been an ISI Inspector for the last 15 years.

Helen has a strong belief that children's voices are meant to be heard. Our School Council and Eco Committee ensure they are heard. Our sustainability projects and initiatives teach children to protect the environment and instil in them the tools to safeguard their futures. Under her leadership the school has achieved the Woodland Trust Platinum Green Tree Schools Award as well as being accredited their 'Plastic Free Status' by Surfers Against Sewage.



Hemdean House School (LW)



CATS Cambridge (E)

AMNA BLAKE

Sustainability by the Students, for the Students

Engaging the college community in making climate-friendly choices and why students are integral to driving forward these changes.

The environmental burden of education has increased in the past two years because the pandemic forced us to take actions, such as using personal protective equipment (PPE) and increasing the amount of single-use plastic, for example in lateral flow test device kits (Singh, Tang and Ogunseitan 2020). These measures taken to limit virus transmission were successful in their goal of protecting our staff and students which, naturally, must be a top priority. As an International Boarding School, we have found ourselves going beyond the measures required by the UK Government; it has been the only way we have given some of our markets the confidence to return. This has made us even more conscious of our environmental footprint, therefore it is equally important that we now begin to review what positive steps we can take to offset those environmental costs.

Why the Students Care

As part of our International Women's Day celebration in 2021, it was surprising to see how many students chose Greta Thunberg as their inspirational female. When asked, these students explained that she is of a similar age range to them, and she inspires them to care for the planet to safeguard their own futures, and

the futures of generations to come. Research studies into peer influence demonstrate that students are influenced by each other's ambitious decisions (Rosenqvist 2018). Recognising the importance of positive role models and peer influence, the members of the Student Council set up a Sustainability Committee.

Monica, a 16-year-old University Foundation Programme student from Myanmar, created a wave of interest when she delivered a speech to the staff and students. Monica had this to say:

"As a young person, I feel strongly about safeguarding our future, which includes doing our part to protect the environment. The UK is one of the world's leading nations and its environmental and sustainability policies should reflect that. By employing green changes and creating a more sustainable culture at CATS Cambridge, we can further improve this image. Both students and staff have the responsibility to play a part in preserving our planet as it continues to be endangered by climate change, deforestation, pollution, and other human actions. These threats could have devastating, possibly irreversible, effects on Earth; thus, we need to educate ourselves and do what we can for not only us but for our future generations as well."

“If we stand by and do nothing now, we will miss out on an opportunity to safeguard our future”.

Harry, leader of the CATS Cambridge Sustainability Committee

Identifying what to prioritise

The leader of the Sustainability Committee is 18-year-old A-Level student Harry. Harry worked with the Sustainability Committee to brainstorm some ideas for how to make the college greener and these ideas were pitched to Principal Dominic Tomalin. Harry, who was elected as one of the five House Captains, said: “I hate unnecessary waste, so I want to focus particularly on eliminating single-use plastic. Now is the time to act and make positive changes while people are still thinking about the COP26 summit and reflecting on their individual actions. If we stand by and do nothing now, we will miss out on an opportunity to safeguard our future”.

A nudge in the right direction

As a college community, CATS Cambridge has committed to eliminating single-use plastic, such as plastic drinking cups. Nudge Theory states that if we wish to alter people’s behaviour in a particular direction, it is more effective to encourage positive choices. A nudge makes it more likely that people will make a specific choice because the environment has been altered in a way that when heuristic decision-making is used, the resulting choice will be the desired outcome (Thaler and Sunstein 2008). To put this into practice, the students agreed that if the college community were given sufficient notice that plastic drinking cups would no longer be provided, and that from

this point, the default option was that there were no plastic cups readily available next to the water dispensers, people would be more likely to bring their own reusable water bottles. (Van Gestel, Adriaanse and De Ridder 2020)

A Powerful Pledge

The Sustainability Committee held a meeting with staff and students who were passionate about making positive changes at the college and decided to make a pledge that was agreed by the college community. The Student Council drafted a letter addressed to all the staff and students to communicate the pledge. The Sustainability Committee felt that taking a public pledge would be better than just making the changes; holding all of CATS Cambridge accountable for the actions committed to, akin to the concept of precommitment to overcome “egonomic” behaviour as outlined by Nobel laureate Thomas Schelling. Schelling proposed that egonomic behaviour was the split-personality of a person wanting one thing in the future, in this case a sustainable planet, and wanting another thing in the present, for example using single-use plastic to drink water (Schelling 1978). Precommitment can be used as a strategy to impose self-control by committing to an idea fully in the beginning; publicly declaring the intentions raises the accountability, meaning it is more likely to be adhered to. The added benefit of communicating the pledge to staff, students, parents, and agents being that those who receive the email would be reading about the achievements of the Sustainability Committee, raising awareness to the cause and encouraging further ideas and discussions about sustainability.

Photocopying Usage

The Sustainability Committee decided to go further and consider how CATS Cambridge uses paper. One positive impact of the pandemic, was that photocopying dropped to zero due to online teaching.

The students reflected that they became used to this way of working, and since then feel they are more likely to ask for resources to be shared with them electronically. When lessons did resume face-to-face, the staff and students were advised to complete all tasks, where possible, using online resources such as Canvas, Kami, and Padlet. CATS Colleges already use DigiExam for their prestigious University Foundation Programme, now in its 37th year; this significantly reduces the amount of paper used in formal assessments and exams.

To discourage unnecessary paper usage, the students made posters to put next to each photocopier and printer in the college. These posters were made using foraged materials; upcycling used paper and cardboard packaging that would otherwise have been discarded. They also asked staff to reflect using catchy puns and slogans such as “Think before you print” and “Don’t be toner deaf, only print what you need to”.

One of the first actions of the committee was to introduce recycling bins that had been upcycled by the students, for the purposes of paper recycling. The Student Council’s Events Committee suggested that each Personal Tutor group take charge of decorating one recycling bin, and the final products be judged as an interhouse competition. Because the students decorated these themselves, there was a greater sense of ownership. Students suggested they could measure the mass of the recycling waste each month to see how effective their actions have been. They are hoping to see an initial increase in recycling with increased engagement with the recycling bins, followed by a



downward trend caused by reduced printing and photocopying. The Sustainability Committee enlisted the support of the wider college community to upcycle discarded materials to make Diwali and Christmas decorations. Students used old newspapers, flour, and water to make papier Mache lamps for Diwali, and paper that had been printed on to make snowflakes and tree ornaments. They plan to continue their sustainable decorations for other events such as Lunar New Year and Valentine's Day.



CATS Cambridge (E)

Dominic Tomalin, Principal at CATS Cambridge, adds:

"Sustainability and protecting the environment is the challenge of our times. It would be quite wrong for any institute of learning to ignore this; it really does need to be front and centre of all our minds. I am delighted that our student body has been so proactive in raising awareness of the issues and have done so in such a positive way. The vibrant colours of the Diwali decorations have made their messages impossible to ignore, lodging them firmly on the College's agenda for the future."

Raising awareness

Seeing the sustainable-themed decorations around the college sparked discussions amongst the college community about what they could do to contribute. More students and staff started to express an interest in the plans the college has for continuing sustainable action. Dave Robinson, Group Director of Property and Operations for the CATS Global Schools in the UK, highlighted the positive changes he has introduced at CATS Cambridge after first trialling them at our local sister college, Cambridge School of Visual and Performing Arts (CSVPA). He said "We have made several positive changes such as using compostable serveware, and VegWare, and eliminating single-use plastic from the coffee bar. It is great that the students are on board with these initiatives and coming up with their own suggestions". Dave reflected that part of getting the wider college community involved in the campaign for sustainability is sharing success stories and examples of good practice. With this very useful and practical feedback in mind, the News and Media Committee of the Student Council wrote an article that was published in the college newsletter, which of course was shared digitally. The Student Council plan to keep updating the college community with their efforts, including student-led assemblies, bulletin notices, articles in the newsletter, events and interhouse competitions. CATS Cambridge is committed to supporting the students in their initiative and will continue to build and develop sustainable practices throughout the college. The actions outlined above are the beginning, not the end, and we all have a responsibility to build a better, cleaner, more sustainable future for generations to come.



Amna Blake BSc (Hons) PGCE MSc is a House Director at CATS Cambridge, an international boarding school. Amna joined the college in January 2017 as a Science Teacher and is also the PSHE Coordinator and one of the Deputy Designated Safeguarding Leads at the college.

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Leadership

ASPIRING DEPUTIES

24 February | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Understand what personal skills you need to improve upon in preparation for Deputy Headship
- Consider how the role differs depending on the school's size and structure
- Evaluate your current respective strengths and weaknesses

HOW TO BE AN OUTSTANDING PASTORAL LEADER

20 April | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Explore practical ways in which pastoral leaders can go about ensuring their schools conform with current best practice
- Examine how ISI inspection teams evaluate the quality of a school's pastoral provision, the kind of evidence that will help support 'excellent' judgements in EQI and common pitfalls that can result in compliance failures
- Develop strategies for tackling some of the difficult pastoral issues they may be confronted with
- Learn how to develop teamwork and pastoral management skills

USING SELF-EVALUATION MEASURES FOR SCHOOL IMPROVEMENT

2 March | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Learn how to generate simple but effective internal evaluation strategies
- Turn data into information that motivates and supports teacher development and drives school improvement
- Understand how to achieve staff buy in and commitment to your school's evaluation and improvement activities

SUPPORTING STAFF AND SCHOOL DEVELOPMENT THROUGH HIGH INTEGRITY PROFESSIONAL REVIEW

26 May | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Learn how to effectively link high quality professional review to school development
- Develop high integrity evidence-based professional review strategies and practice
- Consider how to maximise the benefits of professional review for staff and school

RISK ASSESSMENT IN SCHOOLS

15 March | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Provide delegates with the knowledge and confidence to complete suitable and sufficient risk assessments for activities completed within the school
- Work on H&S issues within your areas of responsibility
- Consider how this learning can be implemented within your own school setting and draft your own risk assessments

Mental Health

CREATING AND MAINTAINING A POSITIVE SCHOOL CULTURE

22 February | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Develop an understanding of the components of a positive school culture
- Provide practical strategies that can be used with both adults and children to enhance relationships and increase the sense of community for all
- Learn how to build a whole school approach to creating and maintaining a positive school culture

AVOID AND DEAL WITH TEACHER BURNOUT AND OVERWHELM

10 March | ISA House, near Cambridge | 10.00am - 3.30pm

Course Aims:

- Develop a deeper understanding of teacher burnout
- Understand how to identify the causes of burnout in school employees
- Identify ways to reduce stress at work
- Discuss steps that can be taken by individuals to avoid or overcome teacher burnout

TEACHER RESILIENCE ADVANTAGE WORKSHOP

16 March | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Provide science-based self-regulation tools and techniques to reduce stress and improve health and wellbeing
- Consider the effects positive and negative emotions have on our physiology
- Understand how to reduce symptoms of personal and professional stress
- Enhance the ability to maintain composure during challenges

Learning

ACTIVE LEARNING IN THE CLASSROOM

24 February | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Learn how to actively engage students with innovative teaching methods
- Provide an opportunity to be in the position of the learner and utilise innovative ideas
- Consider a wealth of learning tools that make students more responsible for their own learning

PRIMARY SCIENCE TEACHING - PRACTICAL TECHNIQUES AND LATEST THINKING

22 April | ISA House, near Cambridge | 10.00am - 3.30pm

Course Aims:

- Improve subject leader's knowledge and understanding of working scientifically in the context of content knowledge
- Consider ways in which learners might be engaged, inspired and supported to work scientifically
- Explore how learners might communicate their understanding and the ways teachers might assess progress made
- Share strategies and key resources that enable quality teaching and learning in science

EARLY YEARS NETWORKING - BEST PRACTICE TO IMPROVE LEARNING

30 March | Online via Zoom | 9.00am - 2.30pm

Course Aims:

- Develop an ISA group focused on improving outcomes for young children, by sharing effective practice and developing and promoting early childhood education
- Update delegates on the latest inspection requirements
- Provide information on the latest research and developments in Early Years Education

MEANINGFUL APPRAISAL AND FEEDBACK

24 May | ISA House, near Cambridge | 10.00am - 3.30pm

Course Aims:

- Understand how to drive school vision with a personalised approach
- Learn how to empower staff through lesson observations
- Build delegates' confidence with feedback

Conferences

SIXTH FORM LEADERS CONFERENCE

23 February | Online via Zoom | 9.00am - 2.30pm

DEPUTY HEADS CONFERENCE

17 March | Denham Grove Hotel, Uxbridge

Sustainability actions from ISA schools

ISA Members' schools have shown an excellent commitment to driving sustainability efforts in their settings. Allowing children the freedom to learn and express their feelings on the importance of maintaining the environment around us through various campaigns. Several schools from across the country share an insight into their work with us...

ST CLARE'S (LN) PUPILS CHALLENGE FAST FASHION WITH UPCYCLED CREATIONS

Just as the COP26 climate march kicked off in Oxford, four students at St Clare's (LN) joined pupils from two local schools to showcase their passion for sustainable fashion.

Charlotte, Lucia, Nicolo and Anna were part of a team of youngsters who borrowed 20 bags of second-hand clothes from a local Oxfam store with the aim of upcycling them. They spent time redesigning the clothes and fashioning new outfits before heading to the Oxford University Museum of Natural History to exhibit them. They donned their new creations through a photo shoot, and their venue for doing so proved poetic in their message to highlight the impact of fast fashion on the environment.

Of course, upcycling second-hand clothes doesn't just benefit the climate in reducing carbon footprint, this also offers the chance for those interested to express themselves. Well done to Charlotte, Lucia, Nicolo and Anna for showing a fun way to be more conscious of the environment.



St Clare's Oxford (LN)



One of the creations from the St Clare's (LN) pupils

ÉCOLE JEANNINE MANUEL (LW) CONTINUE TO GET INVOLVED WITH TFL STARS PROGRAMME

École Jeannine Manuel have been part of the TFL STARS scheme for years now. The accreditation programme for London schools encourages sustainable travel in an active, responsible and safe (STARS) way.

École Jeannine Manuel students spent part of last term engaged in pedestrian skills workshops (as seen in the picture) to build the children's road safety awareness, which is just one of the activities available which aims to encourage greener travel to school. The pupils were also visited by TFL staff in a number of talks to learn more. Other initiatives include air quality days, bike weeks and car-free zones.

École Jeannine Manuel were also awarded the Eco School Bronze Award last summer. We look forward to seeing them continue their journey to becoming more sustainable.



École Jeannine Manuel (LW)

LADY BARN HOUSE AND OUR ENVIRONMENT

We all have a great responsibility to help improve the environment and have an understanding of how we can make our world a better place to live. Here at Lady Barn, our Eco Council strive to ensure just that! We have half termly meetings to discuss current issues that any of our pupils (or adults) have about making our school a more environmentally aware place to learn! We also introduce exciting activities for everyone to take part in over the course of the school year!

In recent years, we have joined the 'Switch Off Fortnight' and 'Waste Week' schemes where we encourage all children, parents and staff to do more in our quest to 'do our bit' for our environment and our planet. We all take part in a variety of activities where reducing the amount of electricity and natural resources we use in school is our priority.

Some of the ways in which we strive towards this include allowing the children to reuse waste in creative ways like crafting bits to add to their clothes, learning about recycling in ICT, repurposing our plastic milk cartons as we create sports drinks and taking maths lessons outdoors instead of always using the lights in the classrooms.



Lady Barn House (N) take maths lesson outside



Lady Barn House School (N)

Our Eco Council members report back during our meetings to discuss what each year group has been doing to become more aware of our responsibilities to become more sustainable. During lockdown, online challenges were also set for children (and parents) to maintain their awareness of sustainability and recycling at home.



The Eco Council at Lady Barn House School (N)

A competition to promote our love of our planet and the environment by creating 'Top Trumps' cards proved to be very popular way for our pupils to express themselves.

The 'Top Trumps' cards were based on different sustainability actions and included scores for four categories; Environmental impact (20), How easy? (5), Money saving (10) and finally Feel-good factor (10). Students also added an 'interesting fact' about their action to complete each card.

THE GREAT OUTDOORS AT LADY BARN

We have fantastic opportunities for all our pupils to learn about the great outdoors!

Not only do we use our Eco garden to help with lessons and 'Eco club' but we are now enjoying taking part in Forest School activities in and around our extensive and beautiful grounds.



Lady Barn House (N) pupils reuse plastics as they plant in the Eco garden.

Our Eco garden was originally an unused piece of land adjoining our school building but now pupils can access it to enjoy a little fresh air and also learn about planting flowers, growing vegetables and minibeast hunting.

Our Forest School area is an amazing place for our pupils to explore and learn outdoor skills, as well as cultivate an appreciation for our environment.

Learning life skills outside the classroom is just as important as academic progress and one in which we are committed to develop for all our pupils throughout their time here.

Andy Jones, Year 1 Form Teacher & Lady Barn House School Eco leader



The children of Lady Barn House (N) explore the environment around them in Forest School.

ST JAMES PREP LONDON (LN) EARN PRESTIGIOUS ECO SCHOOLS GREEN FLAG

Just before the 2021/22 school year started, St James Prep in London were awarded Green Flag status from the Eco Schools Group.

Over the last couple of years, the student-led Eco Committee have worked to reduce the amount of energy used around the school, improve the recycling system and also cut down plastic use. The children are the ambassadors for the new recycling system, make furniture out of Eco Bricks and also organise No Power Day.

In an effort to outline the standards necessary to maintain this sustainability work for years to come, pupils have also written an Eco Code, which can be seen below:



St James Prep School London (LN)

St James Prep Eco Code:

- We will REDUCE the amount of water we use and REUSE rainwater
- We will turn off the lights and screens when we leave rooms and use the least energy possible
- We will only eat healthy food
- We will REDUCE the amount of products we use and produce less waste e.g. don't use too many paper towels
- We will always pick up our rubbish and RECYCLE it by dropping it in the right bin
- We will make our school grounds green, so there is as much wildlife as possible
- We will look after our oceans and take care of our seas by not using any single use plastics and not laminating



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STAFFORD GRAMMAR SCHOOL

Declan Martin, Prep School teacher and DofE Co-ordinator

As an outdoor enthusiast and qualified Mountain Leader, I spend a lot of time in the mountains, hills and countryside. During the recent years I have noticed an increase in litter and rubbish being abandoned and a large amount of discarded, single-use plastic. This was a major concern to me and was something that I wanted to make my Year 6 class aware of. I was then fortunate to attend a screening of the Ocean Film Festival and felt inspired by the film 'Voice Above Water'.

I showed this film to my class and this formed the basis of the class challenge. Each pupil created a poster encouraging people to recycle, which highlighted how dangerous and unacceptable littering is; some pupils even went and performed a litter pick in their own areas. I was exceptionally proud that some of the students even went and displayed these posters around their villages.

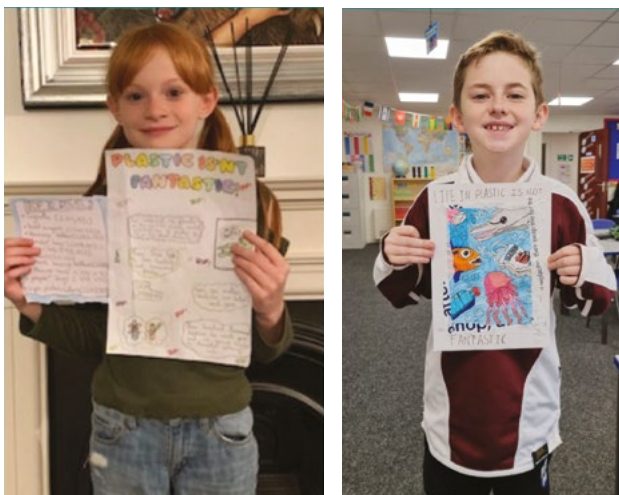


Stafford Grammar (M) students display posters with pride

At Stafford Prep. School we are making a conscious effort to reduce our use of single-use plastics and each pupil comes into school with their own reusable water bottle every day. Moving forward, the pupils will be introducing weekly litter picks around our school and I will be introducing weekly litter picks around our school site (some of which is shared with public rights of way). In the summer term we will be going on a trip to Cannock Chase to perform a large litter pick as a class. I feel that this is fundamental as the children will be able to see first-hand the negative impact that littering has and the dangers to wildlife that come with it.

The young pupils are our future generation and it is so important to educate them on protecting the environment and making them aware of the fact that although they are little, their actions can have a huge impact.

ISA would like to extend special thanks to Ms Cheryl Martin, Head of Stafford Grammar Prep School, for all of her work in arranging this article.



Year 6 pupils at Stafford Grammar (M) with their posters that encourage recycling and highlight the impact of plastic use





Leighton Park School (LN)

Leighton Park School: Attending COP26 and whole-school Sustainability

Sustainability and Leighton Park are intertwined as environmental action is a founding value of the Quaker history that the school has been built upon. This foundation continues to inspire the school’s work in this area, with environmentally-friendly initiatives prominent school-wide and climate-conscious activity kicking on to an entirely new level over the last year in particular.

Leighton Park held their first Sustainability Week last June, which saw underused areas of the grounds transformed into fresh green spaces as a wildlife and wellbeing garden has now been grown, adorned with features like bug hotels and insect houses that were all crafted from waste and foraged materials with the help of the Design and Technology department. Action has also been taken to become more responsible in parts of the day-to-day school life that carry a huge environmental impact...

Leighton Park make use of an anaerobic digester in their restaurant to efficiently process food waste, the school community has come together to plant a grove of more than 250 trees, all suitable roofs at the school have been fitted with solar panels and several recycling points have now been installed around the school to reprocess notoriously hard-to-recycle materials like crisp packets.

With such a relentless eco-friendly drive across all areas of the school, the capture of the Eco Schools Green Flag award soon followed last summer.



Leighton Park School (LN)

“Climate Change is the defining challenge of our times and I applaud the achievements and dedication of our students; gaining the highly respected Green Flag Award, establishing a whole grove of trees in the Caledonian Forest, using their voice to inspire others and reflecting on their own environmental impact.”

Matthew LS Judd, Head of Leighton Park School.

COP26 at Leighton Park

Leighton Park took on a whole-school approach to COP26, with a variety of activities organised to offer students the chance not just to merely build on their knowledge of sustainability, but take time to reflect and put across their own ideas on tackling the climate crisis through several events.

A small group of Sixth Form students landed the opportunity to attend the event that is a key fixture in the calendar for global leaders, world-renowned scientists and many more after coming through a rigorous interview process. The pupils were tasked with creating a documentary that will explore what the future holds for the planet, based on their findings at COP26. During their time in Glasgow, the filmmakers interviewed some of the school's alumni who have built careers in the fields of natural history and ecology. On the second day of the conference, students took in a workshop based on indigenous knowledge and western science, which they were able to reflect on to end the day after the hard-hitting 'Climate Justice Means Racial Justice' talk which contextualised their earlier learning by shining a light on how the oil pipeline protests in the native lands were handled.

“Sustainability at Leighton Park is as much about empowering the students to get positively and practically involved and be change makers in the world right now as it is about relaying to them the issues which by themselves can feel overwhelming and lead to feelings of eco-anxiety and powerlessness.”

Oliver Staines, Head of Geography and Sustainability Coordinator.

The Leighton bunch were moved after an interview with Elizabeth Wathuti the following day. The 26-year-old imparted valuable insight as to what young people can do to combat climate change, particularly reiterating the importance of using their voice to call for improvement.

Representatives on the floor at COP26 was just the tipping point pushing the school's eco work forward. Back in Reading, a whole school debate was well underway, seeing each year and their subsequent tutor groups raise their arguments on key environmental issues for nations across the globe. One motion explored whether 'fossil fuel reserves in developing countries should be left in the ground' and points were traded outlining the pros and cons from either side.

The opportunity to construct their own viewpoints based off of their environmental learning, and the importance that the debates held in informing the children on both sides of matters of global importance can be invaluable in developing the children's wider perspective of the fight for a more sustainable planet.

It is also no surprise to see that Leighton Park, the 2021 winners of the ISA Award for Outstanding Local Community Involvement, saw the COP26 period as an opportunity for further work in the school's surrounding area as students headed out on a litter pick.

Departments across the school were all pulling towards the same goal during COP week, and the Art team were the driving force behind a campaign to raise awareness of the climate crisis. Leighton Park's Art division reached out to five local schools to get creative in spreading the message.

Sixth Form Drama students visited local schools to deliver some engaging workshops, which featured role play sessions on the impact of food waste and littering and a COP26 dance. The focus was on reminding KS2 pupils of the planet's natural beauty that we often take for granted and imagining what a world without remarkable features like flowers and trees would be like – a dim Earth that would become reality if change wasn't made. All the schools involved also worked on a 3D sculpture that will be blended with drawings to highlight the importance of working together in this battle.

Oliver Staines, Head of Geography and Sustainability Coordinator at Leighton Park summarises how each new initiative that targets change, both small and large, is now propelling the school forward and encouraging even more action:

“Last year, coming out of lockdown we had the opportunity for the whole of KS3 to take part in eco-actions around the park, designing, making, crafting, cooking and transforming spaces for wildlife. The positive reception of this from staff, students and parents, has given the springboard to new co-curricular clubs and greater student engagement, something that should build year-on-year. It is the capacity being built in students and staff alike, both through such practical experiences and the nudging of the curriculum and whole school conversations (such as through 'Planet matters' meal days) in a more sustainable direction, so that individuals reflect on their behaviours and make personal changes, that I am most proud of. It is always a hundred little actions which will have the biggest impact on our community and beyond, rather than one single project or initiative.”



Leighton Park School (LN)

ISA Awards 2021 winners

The 2021 ISA Awards Ceremony took place on 11 November and we were delighted to celebrate the achievements of our Members' schools through 13 award categories.

32 different schools were named as finalists for our awards and over 200 guests came together to commend the outstanding provision that takes place in ISA Members' schools across the UK.

The ISA Awards 2021 provided an excellent opportunity to celebrate the successful outcomes that our Members are exceptional at achieving for the pupils in their care. We would like to applaud all our finalists and highly commended schools for their fantastic work, dedication and passion to provide the very best for their school.

Congratulations to our winners for their magnificent achievement.

ISA Senior School of the Year Award

King's High School Warwick (M)

ISA Junior School of the Year Award

Heathcote Prep School (E)

ISA Award for Excellence and Innovation in Early Years

Emmanuel School Derby (M)

ISA Award for Outstanding Provision of Learning Support

Frewen College (LS)

ISA Award for Excellence in Pupil Personal Development

Moon Hall School Reigate (LS)

ISA Award for Outstanding Local Community Involvement

Leighton Park School (LW)

ISA Award for Outstanding International Involvement

Myddelton College (N)

ISA Award for Excellence and Innovation in Mental Health and Wellbeing

DLD College (LW)

ISA Award for Outstanding Sport (Small School)

Myddelton College (N)

ISA Award for Outstanding Sport (Large School)

Bournemouth Collegiate School (SW)

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

Dwight School London (LN)

ISA Award for Excellence and Innovation in Performing Arts

King's High School Warwick (M)

ISA Award for Excellence and Innovation in Fine Arts

Rochester Independent College (LS)

Entries for the ISA Awards 2022 will open in March – do check our website for more information and to enter. This year it could be you up there accepting an award!



Heathcote Prep staff with the ISA Award for Junior School of the Year



ISA Award for Excellence and Innovation in Mental Health and Wellbeing – DLD College London Principal Irfan Latif with John Southworth (ISA Chair), Rudi Elliott Lockhart (ISA CEO) and Jen Brister (Awards Host)



Guests at the ISA Awards 2021 ceremony



ISA Award for Excellence and Innovation in Early Years – Emmanuel School Derby with John Southworth (ISA Chair), Rudi Elliott Lockhart (ISA CEO) and Jen Brister (Awards Host)



The Rochester Independent College team with the ISA Award for Excellence and Innovation in Fine Arts



Aldaine Wynter of Dwight School London with John Southworth (ISA Chair)



ISA Award for Senior School of the Year – The King's High Warwick team with John Southworth (ISA Chair), Rudi Elliott Lockhart (ISA CEO) and Jen Brister (Awards Host)

ADAM GREENWOOD

Food and sustainability

In a world where many schools are streamlining their kitchens through employing external companies, we decided to flip the system. Last year we employed Nicolas Laridan as our Executive Chef, overseeing our upper and lower school kitchens. He has previously worked as Head Chef at Le Gavroche, Michel Roux Jr.'s double Michelin Star restaurant, in Mayfair. Apart from the huge level of flair and excitement that he has brought to the lunchroom, we have had a huge push on the sustainability of our food at every level.

At Pointers we have had an organic food policy in place for the best part of a decade, sourcing the best fresh organic produce for our meals. When Chef Laridan arrived, we had multiple suppliers ranging from wholesale to Ocado. Apart from the complexity of ordering from multiple agencies, we had fish coming from North America and organic peppers from Peru. The decision was made to become a more environmentally sustainable school whilst remaining true to our organic food policy. Our meat supplier was switched to the Rhug Estate in Wales, a field-to-plate farm where all meat is organic and sustainably reared. For example, the farm uses green energy and packaging is fully recyclable. At the same time we put fish on the menu twice a week, sourcing fresh line caught wild fish from Celtic Fish & Games based in St Ives. This is a family-owned business that works with local fishermen in Cornwall. The fish is all caught within 24 hours of being on the table in our London school!

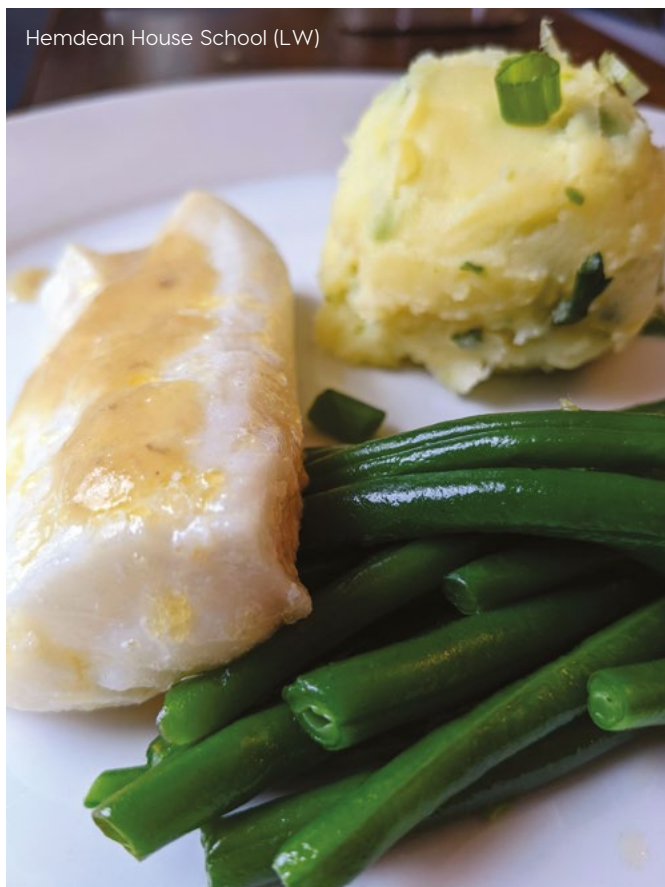
Like many schools we also have a meat-free Monday along with our twice weekly servings of meat and fish. Our vegetables

are supplied by Leonard Magee, a greengrocer operating out of New Spitalfields market. They source the best fruit and vegetables from across the Home Counties. Every table also has a selection of crudites, access to the fruit & salad bar and a selection of bread from Paul Rhodes bakery, a supplier less than a mile away from the school in Greenwich. We focus on seasonal produce with the school menu changing throughout the year. We also offer a vegan alternative every day.

This week you can find on our menu:

- Pollock fillet with braised savoy cabbage, broccoli, black & white rice and roasted pears
- Sole fillets with roasted heritage beetroot risotto, sunflower seeds and parsley ricotta
- Lemon & garlic roast chicken with onion & rosemary potatoes and chantenay carrots
- Traditional Hungarian Goulash with red onions, butter beans and brown rice
- Courgette and wild mushroom pasta bake

On the whole we have made our food operation far more sustainable through using green suppliers and sourcing all of our produce from the UK. Nothing travels further than 300 miles before being on the children's plates. The food is exciting and delicious, exposing children at the school to a wide range of food, encouraging good eating habits for life and providing a diet that is conducive to productive learning in the afternoon!



Adam Greenwood is Headmaster of the Pointer school in south London and a governor at Townley Grammar School. Adam was named the Young Leader of the Year for 2021 at the British Ex-Forces in Business Awards. His thoughts can be followed on Twitter @PointersHM.



CATS Cambridge (E)

JAMES ALLEN

Swimming the Channel – A tale of pupil resilience

At the start of September 2020, as we invited pupils to attempt two qualifying swims which would enable them to join the school's first English Channel Relay swim, I know that some of my colleagues thought the proposal was ridiculous. As I learned shortly after that more people have climbed Mount Everest than have swum the English Channel, I began to wonder whether they were right. However, as fifteen boys and girls committed to the training, and the months progressed, it became clear that this challenge was going to be about so much more than swimming.

Launching in September, in the heart of the COVID pandemic, actually worked. Whilst others' extracurricular activities were severely curtailed, and outside clubs halted entirely, our fifteen swimmers had a purpose and a goal and, properly managed, this meant that there was no competition with rugby training or gymnastics, trampolining or Scouts. Saturday swim training was able to continue in our own outdoor swimming pool, albeit with just two swimmers at a time, and a separating social distancing lane in between.

We were incredibly fortunate to have Nikki Pope, multiple Channel and Ice swimmer as our coach, which, together with my own experience of Channel and ice, meant our swimmers were in for a brutal training regime. Training in terms of technique was critical for all swimmers, to ensure that their stroke was as efficient in the water as possible. For everyone, it meant returning to the basics of swimming and relearning something quite new. Pupils started to understand weight in the water, and what happens when you shift that weight for forward propulsion. They accepted that kicking was worthless and a streamlined position was everything, especially if they were to overcome the inevitable waves of one of the most dangerous stretches of water, and the busiest shipping lane in the world!

Swimming the English Channel is about so much more than swimming, and our youngsters needed to understand that. As someone who has crossed twice in relay, and experienced

the most horrible sea-sickness, I was absolutely clear that this challenge is as much about the head, as it is the body. Yes, of course, we had to ensure that our swimmers were physically ready for the task ahead, and enable swimmers to manage the waves and wide expanse of the open sea, but they needed to be ready for so much more than that.

Swimming in the middle of the night, in pitch black with just a couple of glow sticks to track the boat... Managing the cold water for an hour's swim... Ignoring the stinging jellyfish... And all the while, you just had to keep going because if one swimmer in the squad failed, if one stopped before the hour was up, if one touched the boat - the challenge was over, and the team would



Beech Hall School (N)

return to Folkestone dejected, unsuccessful and inglorious. This is the reason that our squad's training extended way beyond the warm water of our own swimming pool.

There is a great reassuring security that comes with swimming in a pool, not least because it has ends and sides. It is self-contained, and the water is warm, which makes for an ideal place to focus on stroke and technique, but does nothing to work on what happens when the demons attack our thoughts and tell us that we can't. Coach Nikki is keen on reminding us on a regular basis that "whether we believe we can, or believe we can't, we are probably right". It's probably a very good thing then that the school's motto - Possunt Quia Posse Videntur translates as "we can because we think we can" - ---so all we had to do was convince each of our swimmers to believe that they were Channel swimmers. Easy right?

The unending nature of open water came first with regular swims in Sale Water Park and Salford Quays, enabling continuous swims without the reassuring turn at the end of the lane, and the physical reinforcement of the wall on your feet. This led our swimmers to attempt open water in Lake Windermere as part of the Great North Swim, challenging our swimmers to one and two mile swims, extending to 5km for the more experienced. So, a variety of open-water venues enabled our swimmers to start to comprehend what it means to have no end in sight, and to simply keep swimming. This may sound simple, but keeping swimming for an hour or more is not easy to manage, not least because of the boredom. They established their own ways of managing time, some going into their own worlds, others singing to themselves, and one even managing the time by thinking about his car ride from his home in Buxton to school in Macclesfield. Enjoy that ride four times and that's two hours in the water.

Whilst training in water under fifteen degrees is not recommended by the Channel Swimming Association (CSA), the boiler was turned off on our own pool, and the temperature dropped from 28 degrees to sub-15 and then sub-10.

Our swimmers began to understand two things:

1. That the discomfort of water less warm than we would like is temporary and,
2. We can overcome so much more than we initially believe possible.

This is why a gradual drop in temperature works so well as we become accustomed to lowering temperatures. They learned the science of cold water swimming, and what happens to the body, especially as it drops below 10 degrees. The coldest swim last season was a pretty brutal 3.5 degrees (that's half the temperature of the water that comes out of your cold tap in the kitchen), and we take it seriously. For those considering this (and there are plenty who do), please bear in mind that it is a potentially dangerous activity which is why we prepare with the right clothing, the right training, hot chocolate and hot food, and an absolute ban on hot showers after swimming because this draws our warm blood away from the core, out to the external layers and away from the body, ultimately making us feel colder and at risk of hypothermia or worse. Training in these conditions through the water meant that when they reached the qualifying swim, their bodies - and more importantly their minds - were better ready for the challenge of the CSA qualifying swim.

The dictate of the CSA for official qualification, required in order to enter a Channel Relay team, states "a continuous two-hour swim in water that is 15.5 degrees or less". Manipulating the swimming pool boiler is not an exact science, but February 20 arrived and, with an outside air temperature of just 2 degrees, and the water sitting at exactly the requisite 15.5, our swimmers took to the pool in four separate lanes, as was then allowed by local Covid rules. Understanding the temperature of the water is not easy, which is why some of our swimmers really did have to dig to depths of resilience and determination in order to complete their two-hour swims. Some struggled, especially with the last quarter.

Beech Hall School (N)





Beech Hall School (N)

So with technique well on the way, cold water overcome, and qualification complete, next on the list were jellyfish...

The Channel, we know, will offer us the up-close-and-personal interaction with some fairly substantial jellyfish and so it was important to become accepting of this fact. Liverpool Docks is the best place for this as our curious little friends grow in size between May and July, from sitting neatly in the palm of your hand to the very much more sinister. The genuine beauty of these non-tentacled moon jellyfish is that they don't sting. They float in their dozens around you as you swim, but they are completely harmless. Once accustomed to the non-stinging variety, we headed off to Colwyn Bay in North Wales for the significantly more challenging experience of the blue lion's mane jellies. Cruel as this may sound, the result is our protagonists could be stung in the ocean, say "thank you very much" and just keep swimming.

The final part of the preparation was five days in Dover over June, an opportunity to acclimatise to the 12 degree water, meet Fred and Harry, the captains of Masterpiece, the boat that would look after us on our crossing, and the all-important practice from the boat, as well as visiting Samphire Hoe, the beach from which we would be starting our challenge.

Unsurprisingly, Cross-Channel swimming is unpredictable and we became fixated with the Windy.com app, scrutinising every aspect of weather, from sea temperature to wind speed, mid-Channel conditions to the ever-critical last three miles of French coast. With two teams of twelve, we had two windows for the swims, the first of which saw us heading south to Dover in August. With the intention of swimming maybe Wednesday, the forecast was not hopeful and, five days later, having swum three times a day in various south coast locations, the team returned north without having attempted the crossing. Challengers – both relay teams and solo swimmers – all waited around for nothing.

“I was absolutely clear that this challenge is as much about the head, as it is the body.”

The team were understandably disheartened, but accepting that this was the nature of the activity, sometimes completely out of our control.

A week later – on Saturday 11 September – and the second, younger team is heading southwards with a better forecast and the likelihood of swimming probably on the Monday or Tuesday. Confirmation that a swim will go ahead is usually given by the captain four to six hours before we launch which is why we have to be there and on standby. A few short hours into the drive, and we grind to a predictably disappointing halt somewhere on the M1. Harold sits down for an outside rest, and I take a call from the captain. It's an unexpected call and one that gathers the team around on that unsuspecting piece of motorway for me to share the news "we are swimming tonight". An instantaneous combination of shock, disbelief and excitement crosses their faces as this news is mixed with cries of "we're moving" and we all flood back into our minibus and are on our way, still trying to process the newsflash that, in just a few hours' time, we will be in the water – 3am to be precise.

As our journey continues, it is now time to share the order of swimmers, a thus-far well-kept secret. On account of the fact that Katie Ann has been in the water first at virtually every training swim, she will be up first. This means a swim into shore from the boat in the pitch-black, with only a searchlight to direct her way. She will have to walk out onto dry land and await the horn, her signal to start swimming.

Our arrival at Kingsdown Campsite is more hurried and anxious than previously-anticipated, and the focus is really just on getting some early food, double-check kit bags and into bed for 8pm, despite the fact that sleep will be a long way from easy. We are up at 1am, leaving at 1.30 and meeting the boat and our captains at 2am. Boat loaded with kit and swimmers, and we head off from Folkestone Harbour, to Samphire Hoe Beach, which is where Katie Ann begins. With no knowledge of how long it will take us, we settle into the journey, initial nerves falling away as one swimmer takes over from the previous one, the Dover cliffs become smaller and the French coast tantalisingly closer. Twelve hours into our swim, and Katie Ann enters the water for her third swim and a marathon to swim if she has any chance of being our finisher. The final couple of miles are often the toughest with vicious French tidal waters likely to push us back. There are times that Katie Ann is powering through the water and making no progress but sideways and the minutes are ticking away. Forty-minutes into her hour and Harry tells me to get ready to swim, as we drop into the dinghy and begin to follow Katie Ann, so unlikely that she will make it without resorting to a fourteenth swimmer. However, such is Katie Ann's drive, determination and resilience, she finds unknown reserves of physical and mental strength, pushes beyond the French current and is now making rapid progress towards the coastline, beautifully set to land on the steps in Wissant to the cheers of 200 locals. She has no idea, as her head is down and her arms are powering through the water. On the stroke of thirteen hours, she touches the steps and walks onto French land, completing our challenge to the most rapturous of applause.

Twelve months to the day, after hundreds of hours of training, through pain, discomfort and disbelief, the first Beech Hall relay team had crossed the English Channel – and raised £35,000 for Mencap, a phenomenal £10k over our intended target.

However, this squad's journey still wasn't over...

Three days later – on Wednesday 14th September – that first squad of entrepreneurial swimmers from August, are told to pack their bags in Macclesfield and head to Dover immediately

as they will be in the water that night. Led by Coach Nikki Pope, swimming on the tide previously expected for the younger team, they too cross the Channel, this time in 11 hours and 54 minutes, a fact that Blake, the youngest member of the squad, is keen to remind me of on a regular basis. Two Beech Hall teams, comprising ten swimmers from Year 8 to Year 11, with a coach in each, had crossed the English Channel just three days apart.



James Allen has been Headmaster at Beech Hall since 2015. As a Channel relay, 10km and Ice swimmer himself, he is passionate about open water swimming and the innumerable benefits beyond the activity itself, encouraging his pupils to push themselves beyond what they may initially believe to be possible, whether that is sea swimming with jellyfish or immersing themselves in freezing water. James is proud to lead what he believes to be an utterly unique independent school, in which every pupils' unique talents, interests and idiosyncrasies are encouraged, nurtured and fulfilled.



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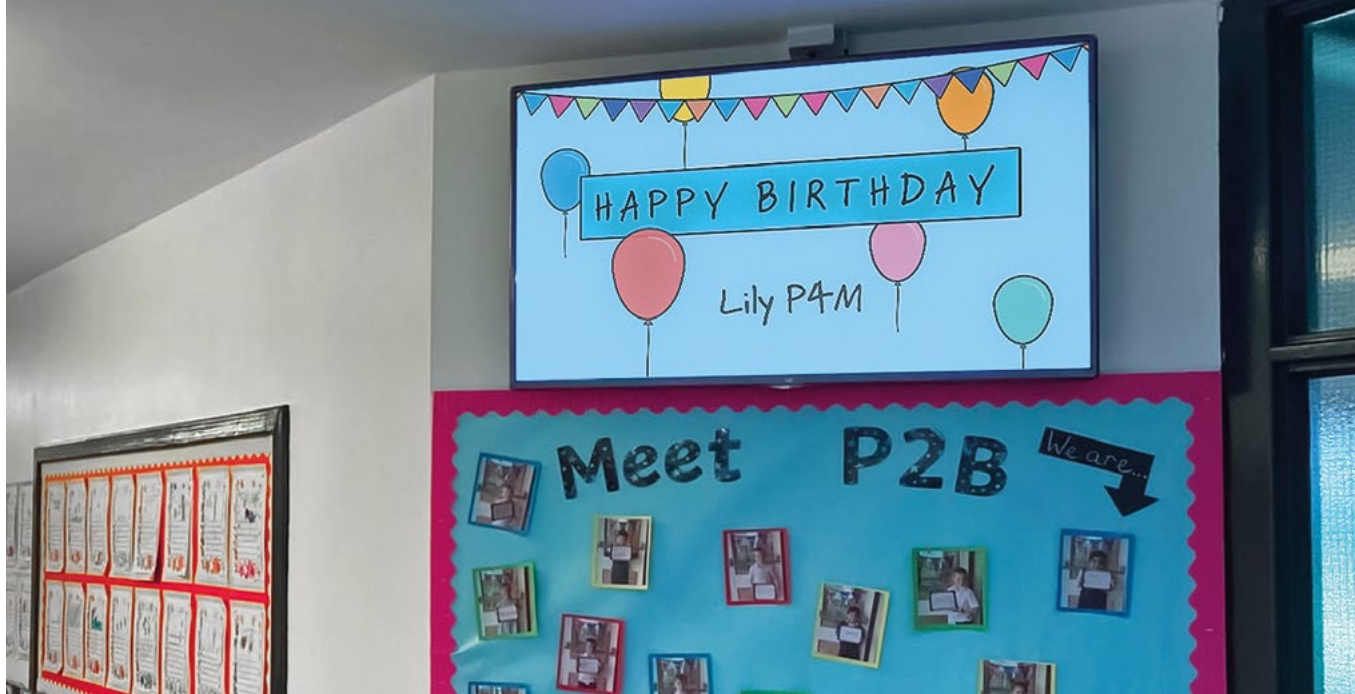
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A “really easy” TrilbyTV setup at the Edinburgh Academy

Credit: Photograph taken by Martin Willis from the Edinburgh Academy

NEIL EMERY

Digital signage can be expensive and complex, especially when you want to have multiple screens around school. But there are some economic and easy ways to build whole school communication as our friends at the Edinburgh Academy found.

When looking to update their signage solution, the academy had to consider the needs of the nursery, junior and seniors schools which are spread across two sites. Head of ICT, Anna Millar who had worked on the initial install, told me why they chose TrilbyTV, “I already knew about TrilbyTV and saw that it was gaining quite a lot of momentum within other Edinburgh schools. So when I took on the role of Head of ICT I saw it as a potential option for our digital signage.”

Leader of Digital Learning Martin Willis continued, “From conversations at events such as BETT and from what I had seen on Twitter, I was confident that TrilbyTV was the best option moving forward. TrilbyTV addressed the issues that were preventing us from achieving what we wanted from our digital signage. Previously, the process of sending media to our screens and managing content in different areas across both sites was too complicated and required conversations between at least two or three different people. As a result, signage very quickly became dated and irrelevant and screens simply were not being turned on in the morning.”

Anna added, “One of our main competitors, another large independent school in Edinburgh, had just bought TrilbyTV without any prior knowledge or personal connections to the company. This convinced me that Trilby would also work for us and would improve the impact our screens were having throughout the school. The pricing and the unlimited number of screens works well for us and allows us to scale up if needed with no additional costs.”

Planning was also a key factor as Anna confirmed, “We spent time considering our audiences at both sites; at our Junior School the audience is very much our parents and visitors, however at the senior school we were keen to target our students with fresh and engaging content.”

As TrilbyTV can run on most hardware, the Edinburgh Academy chose to use Firesticks which proved to be very economical. On the setup, Anna told me how easy it was, “The actual setup was

very straightforward. The guides that TrilbyTV have put together and the support provided made it a really simple process.”

The signage screens created an impact from the first day back and Martin received positive feedback from staff straightaway, “There’s been a screen in the Library for years that has rarely been used. Speaking to the librarian, she was amazed by the feedback, with students stopping and looking at the screen for new information and content. Showcasing tweets from our Twitter feeds on there means that the content is always fresh, it’s been really promising [from the] start.”

I would like to say a big thank you to Anna and Martin from Edinburgh Academy for chatting to me about their experiences with TrilbyTV so far. It’s great to hear how signage, when used well, can be such a success story.



Neil Emery has over 25 years of experience in education and technology. As a technology trainer, he was constantly surprised when walking into reception areas and seeing TV screens switched off. Neil now works with education settings nationwide helping them to develop effective digital signage strategies. Neil is happy to answer questions via neil@trilbytv.co.uk

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Tashkent

CARL BATES

The Great British Export?

Over the past 30 years many British trained and educated teachers have left the UK to work overseas. Whilst some never return, others last barely a few weeks. As a veteran of two spells overseas and eight years of non-British culture, hopefully, I have some insight as to what you might find on such an adventure and whether we've something to learn from our international cousins.

Back in 2001, my then wife and I made the decision to take our hard-earned teaching qualifications and use them to travel and work overseas. After a rather hurried interview process in London, we took the plunge and ended up turning a single year of 'let's see how it goes?' into six years and two expat offspring, one of whom has a birthplace on his passport which will always entertain at dinner parties. On returning to the UK to raise said offspring with 'British Values' and the by-now older and self-sufficient family in situ, I thought I'd give overseas education another stab. Twelve years had passed since my last foray and Uzbekistan beckoned; a brand-new school, an opportunity to be Founding Head and a part of the world blessed with skiing on your doorstep. Professional and leisure needs met, it seemed like an opportunity to mix lifestyle and educational goals.

On arrival in Tashkent, it quickly became clear that things were not as advertised... The building was not completed, the promised number of families signed up to the school was a work of fiction and most of the resources, including furniture, were stuck in customs (most of which never materialised!) Shocking as this was, what was more surprising was how little had changed on the international circuit during that time. The caricatures of seasoned travelling 'professionals' were in abundance. Teachers who were happy to do a year or even less in a single location before moving on to the next school and country, never staying long enough to impart their knowledge in a meaningful way or giving of themselves to really support either the development of the school or their own skills. The motivation to be there was sadly, very much rooted in the egocentric. Salary, teaching time and career progression were the topics at the top of too many teachers' lists of complaints. Given that most had a 50% timetable, a generous tax-free salary, living allowance, a significantly earlier finish to the day and longer holidays, it was lamentable that some had clearly lost their way in understanding the vocation of teaching. Of course, not all were like this. International schools can also be a receptacle for the very best in our profession and it was to these that I turned my gaze when completing my MA dissertation at King's College London.



School site under construction in Tashkent

I was keen to understand the motivation as to why UK trained and educated teachers had congregated in such large numbers in places like the Middle East and China. My theory being that if I could understand this, perhaps there could be a strategy to help them return. Providing the right catalysts and support mechanisms to aid in their transition away from the lifestyle of the expat; no easy task when considering the benefits previously mentioned.

I embarked on a small but detailed study of five British expats who had all left the UK within the previous five years. A mixture of secondary and primary teachers, four female and one male, I interviewed them over Zoom and what I discovered was not what I expected.

Rather than being drawn to the bright lights of international travel and glamorous locations, taking in sun-soaked beaches and tax-free living; a push away from the UK rather than a pull had been the catalyst for their career adventures. In fact, they had troubling tales of poor working conditions, long hours and a whole host of

Rather than being drawn to the bright lights of international travel and glamorous locations, taking in sun-soaked beaches and tax-free living; a push away from the UK rather than a pull had been the catalyst for their career adventures.”

negative experiences which had made them reconsider not just their choice of school, but whether they had even embarked on the right career altogether. Working internationally was for some, a last chance saloon for teaching.

This was a view I could relate to. My second spell overseas had come at a time when I felt I'd done all I could do in my previous role, and the opportunity to take on a new challenge was tempting to the extreme. What I had learned from my first stint away was that it was remarkably easy. You're collected from the airport, whisked off to a hotel, accommodation organised, and you're even given an allowance for expenses to cover you until payroll logistics are dealt with. The return journey is far more difficult. Firstly, you have to try and get a job; difficult to do from another country, so time off work, flights and the possibility that you may have to do this numerous times. Then you will likely be applying for a role with higher tax, more hours and of course you will probably be looking for a specific location, narrowing your opportunities even further. Good old British weather plays its part in putting you off too so it's no wonder many teachers find it far too easy to keep on travelling or stay put, rather than come back to the UK.

So, what can we do to make it easier for our talented expats to return? The answer is simple: Learn from our international school competition! Make the transition as easy as possible. The teachers I interviewed would love to return, but the obstacles to do so were far greater than the obstacles to travel in the first place. The Government has ploughed huge sums of money into teacher training, advertising and financial incentives to 'get into teaching', but pays no attention to why some travel overseas, taking a view that they can always refill the leaking bucket; a rather wasteful and shortsighted approach which causes you to

lose your experienced teachers. I have outstanding ex-colleagues who presently work in New Zealand, Bangkok and Hong Kong, who sadly, are unlikely to return. Surely, we should want great British teachers to be back in Great Britain?z



Carl is the first male Head at Seaton House Prep in Sutton, Surrey, having previously been Founding Head at Cambridge International School (2-16) in Tashkent, Uzbekistan and Headmaster at Milton Keynes Prep. He studied education at St. Lukes, University of Exeter, under the tutelage of the education great, Prof. Ted Wragg and most recently completed an MA in education at King's College London.

Samarkand Crossroad of Culture





Bishopstrow College (SW)

STUART NICHOLSON

Shaken Foundations – “Everyone’s Invited”

Prior to June 2020, “Everyone’s Invited” mentioned within earshot of teachers meant a large-scale student party being planned. Since then, the phrase has come to mean a great deal more.

Last March, the “Everyone’s Invited” (EI) website had 14000 testimonies; now it has over 54000. By June 2021, 3000 schools had been mentioned and the focus had broadened to the entire schools’ sector and to universities, and Ofsted had been asked by the government to carry out a rapid review of sexual abuse in schools and colleges.

When Ofsted issued its report in June, the findings were staggering. Some children said incidents of sexual harassment occur so frequently that they see no point in reporting them. The online world was possibly worse, the majority of children reporting that they or their peers are sent explicit pictures or videos.

Children’s views about what their schools provide were scathing: RSHE lacked the information and advice they needed and schools consistently underestimated the prevalence of online sexual abuse.

One message cut through everything. Ofsted found that “the issue is so widespread that it needs addressing for all children and young people” and that we must “act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.”

Not on our patch?

Early responses from our Associations and from individual schools were defensive. Most of the Everyone’s Invited testimonies referred to events out of school, often at parties under the influence of drugs or alcohol, not when they were under the care or the responsibility of the school.

That defensiveness didn’t sit comfortably. I felt like our foundations had been truly shaken; our perception of our schools as safe places where considerate and confident children got advice and support in making good personal and social decisions might be incorrect; maybe my belief that our children could talk to staff about anything that worried them was ill-founded? It felt like the children were warning us that, though kind, caring and well-meaning, we were in a fool’s paradise, blissfully unaware of some of their most difficult, yet everyday, challenges.

How to respond?

Ofsted issued seven hard-hitting points in June; even more expectations of teachers and Heads. We were just about to start our “Term 4” that runs throughout July and August, and I admit I had neither time nor energy to galvanise our response. Instead, I waited, hoping that guidance would emerge to make it easier. Instead, I got covid, and 164 pages of KCSIE.

There was so much being added. How could we do it? With all the changes required to RSE I mused to fellow Heads that we might squeeze it all in if we gave up English and Maths. So much extra training for teachers and staff in all areas of the college. "Measure achievement and progress", "inform planning", and reporting meaningfully to parents added to the burden. Our proprietors and governors needed so much more awareness and understanding too.

Initially, we'd done what seemed sensible: training about inappropriate sexual behaviours, and awareness of peer-on-peer abuse, but the more I read, the clearer it became that we could not hope to cover all the areas fully. How could we justify giving any topic less than comprehensive treatment? It was suggested that contextual safeguarding meant we should conduct a "Whole School Welfare Risk Assessment" (WSWRA), to consider which areas are of most significance to our school.

A contextual response

Bishopstrow College is very distinctive: we have all international students, all learning in their second language, they are usually away from home for the first time, they are all boarders in a rural location; we don't have half term holidays, we have a wide age range (7-17), the local crime rate is low, students are materially

well-provided for. The likelihood of some welfare problems is very low, but others are more prevalent and our energy should surely focus in some areas more than others.

All we needed was a template for a WSWRA. We asked other schools, we tried some of the Associations, and all to no avail. Several people said what a good idea they thought it was, but no, they'd not done such an assessment, and they didn't know anyone else who had.

In the end we had to dive in ourselves with Annex B of KCSIE and the Protected Characteristics as discussion topics for groups of all staff. Some seemed clearly more relevant, others less, and we had a rationale for which deserved more or less of our time, training, and budget. Even better, out of these conversations emerged other factors that did not feature on the existing lists, like "students' relationships with their parents" and "coping with homesickness": not high-profile but nevertheless important in our WSWRA because we felt they would be important to our children. We then turned to the College's training package and examined each course in turn to see whether each was high priority in our situation, to prioritise training time.

“As we battled with almost every policy, we realised we were experiencing a fundamental mindset change, not just rewriting our policies. We realised we had to learn from our students themselves, and learn fast.”



“I felt like our foundations had been truly shaken; our perception of our schools as safe places where considerate and confident children got advice and support in making good personal and social decisions might be incorrect.”

Adapting the curriculum and learning from our students

As we battled with almost every policy, we realised we were experiencing a fundamental mindset change, not just rewriting our policies. We realised we had to learn from our students themselves, and learn fast.

How would we get them to discuss what Ofsted said children saw no point in reporting? If many teachers find RSE topics a challenge, who could get students to talk about online sexual harassment or sexual violence? We asked for volunteer staff to begin an “Everyone’s Invited” group, meeting weekly to bring these topics into the open. Two determined staff began in September, inviting a student from each of our four activity houses to the first EI meeting. Meeting weekly for half an hour, this small group was encouraged to share concerns or issues of those in their House, and any wider concerns.

Gradually, difficult topics about peer-on-peer abuse were introduced and students asked to think how they might respond if they observed or became aware of such abuse happening. How might students react, support or intervene?

In the early stages, students found these issues uncomfortable. My colleagues gently reassured them that it was right to be aware and to discuss them; that the College recognised abuse does happen, and that we could be trusted to address inappropriate or unacceptable behaviour.

As the term progressed, trust and confidence grew. The teachers reported College action back to the students, who began sharing concerns that previously would not have surfaced, discussing topics that would have caused embarrassment.

Members of SMT also responded to students, reinforcing their confidence that the College truly wanted to hear their concerns and to act. Residential staff sought to embed RSE planning into their pastoral work and activities. The student group became better at observing and reporting, raising issues about individuals who might need further help and support and encouraging them to speak to staff.

A positive cycle of trust has developed, not just deeper understanding, from a collaborative team of staff and students.

What have we learned?

Regular meetings need time: minutes in the week, and weeks in the term for ideas to be thought about and take root. Students were surprised we asked these questions and it takes time for our determination to listen, understand and make a positive difference to be believed.

One simple innovation was surprisingly successful. Hardly earth-shattering, but we introduced a “help box” for students to tell us about anything at all, anonymously if they wished. They could write in their first language if that was easier and they knew that only the DSLs would open the box. The EI initiative had gained credibility amongst students who were happy to recognise it as a “cry for help” box, not merely a suggestion box. Last term, I could not have imagined that response.

What next?

The EI group wants all students to have awareness and ability to speak out. They are taking the final full assembly of the term to share what they have learned – I don’t know what they will say, but I will be there to listen and learn.

They might recommend noticeboards about “Everyone’s Invited”, or to broaden the group or focus on specific areas, or meetings that are girls only or boys only, or to invite other staff.

Whatever their ideas, they are helping us enormously to improve their experience in school and in the social media world, ready for the outside world after school with the skills, knowledge and confidence that they really need.

I would like to end this article with my thanks: this project has not really been my work, but that of my colleagues who grasped the extent of the challenge. I must especially thank Ian Ravenhill (Head of Boarding), Greg Jackson (Director of Studies), Kathy Dilworth (Learning Coordinator), and crucially Carly Warrington and Laura Rogers (staff in the “Everyone’s Invited” group) and we all applaud our students who responded so effectively.



Stuart Nicholson has been Head of three ISA schools and been involved with the Association at local and national level. He has long championed mutual support between Heads to understand and meet the complex challenges of compliance. At Christmas he retired from the most recent, Bishopstrow College, to take on short term projects and consultancy. The first of these is in January, as interim Assistant Principal at CATS College in London, another ISA school.

Contact for ISA Area Committees

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Treasurer	David Bell	david.bell@woodlandsschools.co.uk	01277 233288
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Sports Rep Head	Rupert Snow	head@alleyn-court.co.uk	01702 582553
Arts Coordinator	Dominic Tomalin	dtomalin@catscambridge.com	01223 314431

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JOHNNY BALL

A plea for the reintroduction of Maths history!

In October of last year, the Cambridge University Maths Department decided to “drop” the teaching of the History of Mathematics. The Maths History Course from Piers Bursill-Hall had already been deemed non-examinable, per Varsity and the Times. However, students rebelled and still follow his lectures, via the web, perhaps because they indeed do find the History of Maths relevant?

Now I am with those students all the way. My love of the History of Maths has formed the backbone of my long and happy career as a Mathematics Communicator. So my despair for the weakening of Maths Education is not about what Universities fail to teach, but what sixth forms, secondary and even primary schools fail to teach in Mathematics, and in so doing, miss the many opportunities to enliven lessons and create a greater love of mathematics among all students.

In my day, much of the curriculum after basic numeracy was based around Euclid. Today Ancient Greek Mathematics has been whittled down in the National curriculum or removed altogether. Today, the numeracy-based maths curriculum is liable to bore the pants off many young people and especially gifted ones.

My school maths years were from 1943 to 1954 when happily Geometry played a far greater part in the curriculum than today, all gleaned from Euclid. His “Elements” just happened to be the highest selling book after the Bible in the English Language, and most other Languages right back to the age of Islam. Abe Lincoln’s saddlebag always carried his Euclid; Ada Augusta Byron had Euclid revealed to her quite late, but it saved her from a

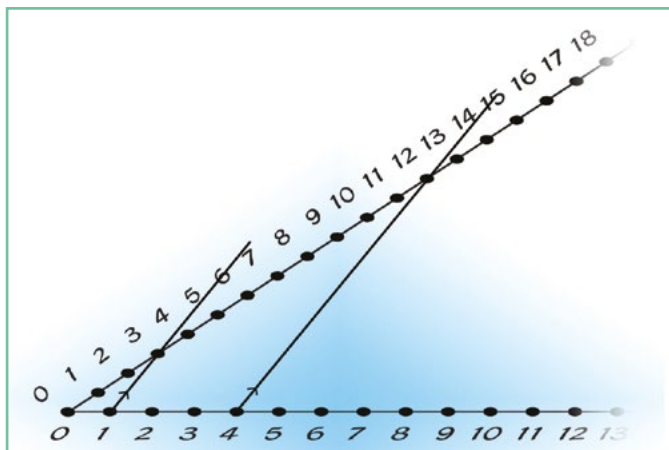
life of gambling and frivolousness to become the world’s first computer programmer; Albert Einstein called Euclid his little magic book.

But before Euclid, the Greeks didn’t even do numeracy! They didn’t even bother to give their numbers names! 1, they called Alpha, 2 was Beta, 3 was Gamma and so on. Yet the Maths laid down by Thales, Pythagoras and Hippocrates of Chios (not the medical man from Kos) and later gathered together by Euclid, was so empowering from the very start.

So I beg to ask “How, today, can we not teach The Mesolabe Compass? Set two evenly divided lines at an angle – any angle – and using parallel lines, you have a simple geometric tool that can create all your times tables, in pictures!

To multiply 3×4 , as every journey starts with one step, choose the number 1 on the bottom line and 3 on the top line. Join them with a straight line and you have a picture of one 3. Now if you want four threes or 4×3 , then draw a parallel line starting at the 4 point on the bottom line. Lo, it passes through the 12 on the upper line, revealing $3 \times 4 = 12$. With other parallel lines you could create your entire 3 times table, and from there, any times table you would wish for. Suddenly the fear, dread and mystique of simple multiplication and in reverse, division, is removed.

The first great Greek mathematician was Thales 624 -546 BC, who established Geometry (Earth Measuring). How can we not teach his simple yet powerful ideas, whereby understanding squares and rectangles becomes child’s play, by placing them in a circle?

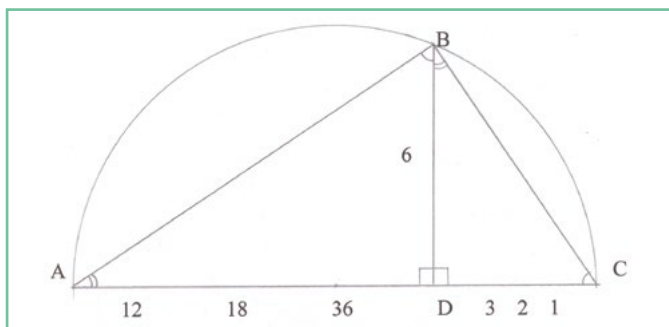


Thus we soon see that any triangle within a semi-circle generated from the semi circles diameter must naturally be a right angle?

From this we have an amazing method for Finding the Square Root of Any Number. As an example, "To find the square root of 9, count 9 divisions along a measured ruler starting at zero, and mark the 9 point. Then you add One - to make it work and you have a line of 10 units. Find the centre at point 5 and with compasses and 5 units as radius, draw a semicircle. Now raise the perpendicular line from the 9 point to reach the circle - and that line will be exactly 3 units or the square root of 9. But this will work for absolutely any number. Now if the argument against teaching Ancient Maths is "Because we have moved on to a new technological age of aircraft and satellites!" Then how can we not teach Thales' "Method for calculating the distance to the horizon?" This clearly shows that 2,500 years ago, he already knew the Earth was a sphere and definitely not flat, but wished to know more!

I can tell you that standing on any beach with your eyes 2 metres above the waterline, the horizon is 5 kilometres away. But Thales begged the question, "Then how high would my eyes need to be to see twice as far?" Now the answer is not twice as high.

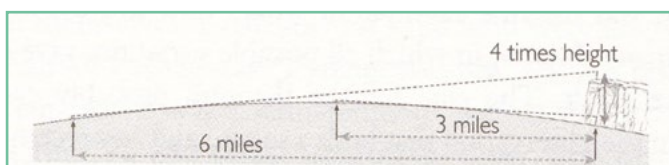
To see twice as far, your eyes need to be 2 x 2 or 4 times as high (8 metres). Now you can see 10 km to the horizon and at 3 x 3 or 9 times as high - 18 metres, the horizon is now 15 Km away.



The left and right triangles are proportional to each other. So if BC is 1 Unit and BD is 6 units, then AC must be BD squared or 36 units.

But this answer is not just relevant to our view to the horizon but to the whole realm of mathematical science governed by the spherical planet which is our home.

In fact, today, this is the essential knowledge required if you want to put a satellite in orbit! So it could not be more relevant to the modern age and modern teaching, for the same law also governs how fast an object falls or rolls downhill or the course (a parabolic curve) by which a missile flies through the air.



To see 10 km away or 6 miles, eyes four times as high (8 metres) & to see 5 km away or 3 miles, eyes are 2 metres high.

It was the Dutchman Simon Stevin (1548 - 1620) a generation before Galileo, who showed this to be so. Today we know that a stone will fall 5 metres in a second, but that in the next second it will fall three times that, or 15 metres and that the total distance fallen is the square of the unit time taken. From this Galileo found that a cannon ball flies in a parabolic curve, always falling away from the original straight line of flight by the same proportions. Then Johannes Kepler saw that planets orbiting the Sun follow the same rules, which in turn led Isaac Newton, having already absorbed Ancient Greek Maths, now from reading the books of Galileo and Kepler, to discover and explain Universal Gravitation - and it all stemmed from a basic understanding of Greek Maths.

It was Rene Descartes who used my two earlier examples, "The Mesolabe Compass" and "The Square Root Method" as an introduction to his book - "The Geometry" in which he said in essence, "With an understanding of Greek Geometry and knowing a few line lengths and a few angles, we can calculate absolutely anything". Well, in fact he was wrong as we could not calculate things that fluctuate or change, as they changed.

But his thoughts kick-started the search for The Calculus, which via Fermat (who may have been first to discover it) and then Leibnitz and Newton, was finally conquered. But it was that discovery, far more than the Steam Engine, which created The Industrial Revolution, for without the maths, no one could determine accurately which engine was best and why.

Now failing to Teach Ancient Greek Maths is nothing new. The Romans absorbed enough Greek technology to build Rome and enable their amazing civil engineering. But their Maths was quite dreadful. You try multiplying 23 by 69 using Roman Numerals..

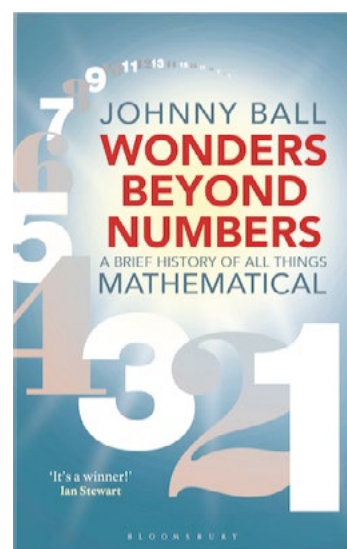
After much written material was lost, the Dark Ages in Europe arrived, which lasted for nigh on 1000 years.

What brought us out of that malaise was scholars from the Islamic world, who embraced the concept gleaned from the Greeks, that Mathematical Knowledge is Power. It was these scholars, in their further search for knowledge, who discovered Hindu Maths and established the number system we use today. It was the Islamic desire to teach, learn and absorb "knowledge that is clearly useful", that caused them to rediscover and build upon Greek Mathematics and a true belief in learning, and it was the spread of Islamic teaching and mathematics into Europe which enabled our emerging from the Dark Ages.

So today, I would suggest, just as those great minds rediscovered ancient Greek Maths and set themselves on a course of rapidly expanding knowledge, so today we could spike up the maths curriculum and education dramatically, if once again, we chose to repeat the enormously rewarding Greek initiative.

Now what was the result of those scholars championing the Ancient Greek thinking? Pure and simple, it caused the Renaissance.

Today, at 83, Johnny is even fitter and determined to keep working for many years to come. Johnny now visits schools, delivering talks on maths history primarily for children between the ages of 9 and 18 years old. The numbers whizz still hosts his one-man touring show, which is based on his most recent book, 'Wonders Beyond Numbers'. Head to www.johnnyball.co.uk to see the variety of events he's available for and get in touch with Johnny at jbballprods@aol.com.



Wonders Beyond Numbers, A brief History of All Things Mathematical

The past few months have been busy for the ISA Arts team. The first live competition that took place was the ISA National Dance Competition hosted by Reddam House on 3 November. Despite the last minute uncertainty whether the competition would still be a live event after half-term, all 13 schools that had a place in the competition turned up as planned. The variety of dance disciplines was staggering. It wasn't just a competition but a show featuring dancers from KS1 up to KS5 celebrating the art of dance with a live audience. Everyone in the audience, regardless of their school loyalties, supported each of the dancers on stage with their cheers and applause. The team from ISA HQ thoroughly enjoyed being part of the day and would like to thank all the dancers and their teachers for creating such an enjoyable atmosphere. Thank you to Reddam House for hosting the day.

DATES FOR YOUR DIARY

STEAM COMPETITION

Open now.
 Deadline: Thursday 10 February 2022
 Online event: Thursday 24 March 2022

SHAKESPEARE MONOLOGUE COMPETITION

Open now.
 Deadline: Wednesday 2 March 2022

ESSAY COMPETITION

Entries Open: Monday 17 January 2022
 Deadline: Thursday 17 March 2022

MUSIC COMPOSITION COMPETITION

Entries Open: Tuesday 25 January 2022
 Deadline: Thursday 28 April 2022

FILM & DIGITAL ART COMPETITION

Entries Open: Tuesday 1 February 2022
 Deadline: Thursday 12 May 2022

MUSICAL THEATRE COMPETITION

Open now.
 Deadline: Thursday 3 February 2022

EASTER EGG COMPETITION (EYFS/KS1/KS2 ONLY)

Entries Open: Tuesday 1 March 2022
 Deadline: Tuesday 22 March 2022

HANDWRITING COMPETITION (EYFS/KS1/KS2 ONLY)

Entries Open: Wednesday 16 March 2022
 Deadline: Thursday 2 June 2022

Visit the ISA Arts webpage to read the guidelines for the competitions, submit your entries and to view the full ISA National Arts Calendar 2021-2022 for further opportunities for your pupils.
<https://www.isaschools.org.uk/arts>



Dance Competition

Congratulations to our winners of the Dance Competition and well done to all 13 schools that took part.

KS2 Category
 Winner - Mayville High School
Dear Future Husband

KS3 Category
 Winner - Reddam House
Stand Tall

KS4/KS5 Category
 Winner - New Hall School
If I Can Dream



Follow us on Twitter @ISAartsUK and Instagram @isaschoolsarts



ISA National Art Competition

A highlight of the ISA Art calendar is the ISA National Art Competition Final that took place alongside the Autumn Study Conference held in Coventry on the 11th and 12th November. A lot of hard work goes into planning and organising the final. Without the enthusiasm and support of the ISA Area Arts Coordinators it would be impossible to hold the final exhibition for conference delegates and be able to judge the work within such a tight timeframe.

Up until the final we only see photographs of the pieces of work that have been judged the winners in the regional rounds. It's not until the work starts arriving in the room set aside for the exhibition that we get a proper look! We were not disappointed! Every item within each of the 40 categories and Key Stage groups was of a high standard and a joy to display in the exhibition. Some pieces were easy to arrange, others challenged our imaginations on how to best showcase them. The hotel where the conference was held probably never realised that several bar chairs and a coffee table were repurposed during the 2 days we were there.



Collectively the pieces of work formed a colourful and vibrant exhibition. No one visiting the exhibition would have been disappointed by what they saw.

The feedback from the exhibition has been very positive; this comment by Mr Coulbeck taken from Beech Hall's Newsletter – The Griffin (3 December) sums it up perfectly:

"...It was an honour to attend the conference but also a humbling experience to see the array of incredible artwork created by pupils attending schools across the ISA network..."

The full list of winners in each category can be found on the Arts page of the ISA website.



With a question mark as to whether we will be staging some of the planned events in person, whether they are held or moved online, be assured that the children entering the competitions won't miss out nor will their hard work and successes go uncelebrated.

Upcoming highlights...

EVENTS COMING UP VISIT ISA WEBSITE TO REGISTER

ATHLETICS (U9-U18M/F)

National Finals
Manchester Regional Arena
13 June 2022 (TBC)

CROSS COUNTRY (U9-U18M/F)

National Finals
Workshop College
19 March 2022

FENCING (U9-U18M/F)

University of Nottingham
26 February 2022

FESTIVAL OF SPORT 2022 (U11 - U15)

University of Nottingham
24-26 June 2022

FOOTBALL (U11M)

National Finals
St George's Park
11 March 2022

HOCKEY- LEE VALLEY (OLYMPIC PARK)

(U11M) 01 February 2022
(U13M) 03 February 2022
(U15M/F) 09 February 2022

NETBALL

University of Nottingham
(U14 Open) 01 March 2022
(U16 Open) 08 March 2022
(U18 Open) 10 March 2022

Rugby School

(U11 Finals) 04 March 2022
(U13 Finals) 09 March 2022

PE AND SPORT CONFERENCE

University of Nottingham
5 & 6 May 2022

RUGBY SEVENS

Shelford Rugby Club – Cambridge
(U15 Open) 03 March 2022

St James Boys' - Ashford

(U18 Open) 09 March 2022
(U13/U14 Open) 10 March 2022

ISA FESTIVAL OF SPORT 2022 is due to take place in summer (24-26 June 2022). The winning logo was created by David from Highclare School in Birmingham for the prestigious event. David's design, which was chosen unanimously by the judges, will be used throughout the event this summer and will feature on t-shirts given to all those taking part.



The 3-day event will be the biggest sporting event in the ISA's sporting calendar and will provide a whole range of sporting activities, giving pupils a chance to try new sports, learn new skills, and enjoy some valuable social activities. The event will be held at the University of Nottingham will provide much needed optimism and excitement for schools following a difficult couple of years.

Scott Brand, National Sports Officer for the ISA said:

"The Festival of Sport is a major, flagship event for the ISA, and we are all really excited about the opportunity to showcase the excellent sporting ability that ISA Member schools have. The event is ultimately about giving pupils the chance to take part in a whole range of sports, whilst making friends from different ISA schools up and down the country. We hope to be able to provide an enjoyable and much needed sporting weekend after such limited opportunities recently."

Everyone at ISA would like welcome you to now book online for the event via the ISA website.

ISA PE and Sport Conference

It is a great pleasure to invite you to the 2022 ISA PE and Sport Conference – 5 and 6 May 2022 at the University of Nottingham. This year's PE and Sport Conference, delivered in partnership with the Youth Sport Trust will explore how we, PE professionals, unlock the exciting potential that PE, sport and physical activity has to enable our students to become the very best they can be.

The Association's national sports programme is extensive, richly varied and growing all the time. This year we have over 50 national events planned, and each area has its own full programme of around 140 competitions in total. The aim is to provide high class sporting competition and learning opportunities for many of the 150,000+ pupils and students in ISA schools. All in a friendly atmosphere, promoting confidence, and character-building.



ISA Athletes of the Term

The ISA Athletes of the Term Award is an exciting opportunity for us all to recognise those outstanding achievements being made by your school pupils. We've seen and heard of some wonderful success stories over the last few months, we received more than fifty nominations and would like you to help us celebrate more of these stories with the network of ISA Members. Please go to the sport section of the ISA website for more information.

ISA ATHLETES OF THE TERM SHORTLISTED NOMINEES (JONNY, ADELA, LYDIA, OLIVER)



ISA JUNIOR ATHLETE OF THE TERM – ALFIE, AKELEY WOOD JUNIOR SCHOOL

Alfie is an outstanding athlete, where his particular talents lie in Gymnastics and Ballet. He trains incredibly hard in elite gymnastics and classical ballet for over 25 hours every week. Alfie has competed in the National Qualifiers, competing on the floor, high bar, parallel bars, pommel, rings and vault where he finished first winning gold and gaining a place in the South Region Gymnastics squad. Alfie is equally as talented in Ballet, where he auditioned and gained a place onto the prestigious Tring Park Classical Ballet Academy – where there are just 10 places given to every 100 children that audition. Alfie is currently rehearsing for the English National Ballet's Nutcracker, which he will be performing in at The London Coliseum over Christmas. Most recently Alfie has auditioned for the musical Billy Elliot, where he has been recalled for a second audition in the coming weeks. Alfie works incredibly hard in all aspects of school life despite all of his other commitments and the PE department at Akeley Wood Junior School are very proud of his achievements and look forward to seeing him continue to develop his talents in the future.

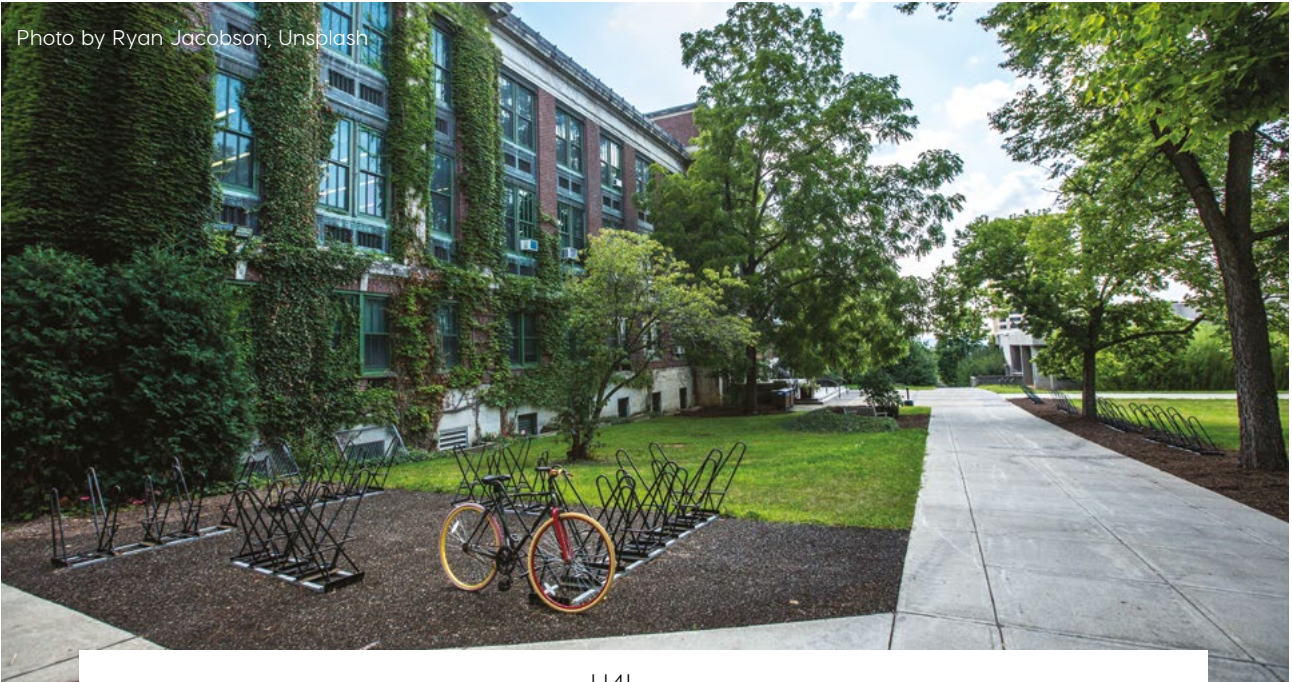


ISA SENIOR ATHLETE OF THE TERM – JACK, NEW HALL SCHOOL

Jack has shown great commitment to swimming in the past 9 months since pools reopened. He has thrown himself into training with enthusiasm and a level of maturity well beyond his age. He swims 8 times a week with 2 gym sessions, early mornings, at lunch times and evenings. All whilst being extremely studious and achieving tops grades in his school work! Such a keen sportsman, he also maintains a place in the Saracens rugby academy, but he has chosen swimming as his ambition and pours his efforts wholeheartedly into the pursuit of excellence. Jack is the oldest member of the New Hall swim academy and provides a shining example to his younger peers. He trains vigorously while maintaining a can-do attitude for the others to follow and look up to. He also captains the swim squad and likes to lead the team from the front. He celebrates in the wins of his teammates, as well as his own. All this hard work has paid off for Jack. Since September, he has achieved a great many things, including Essex winter county champion in 8 events, open regional champion in 50m and 200m backstroke and runner up in 100m. ISA Champion for 100m backstroke and freestyle, the latter of which in a record-breaking time. Jack now has his sights set on winter nationals with the hopes of making an open final and being the fastest in his age group.



Photo by Ryan Jacobson, Unsplash



U4L

Three upgrades for a more sustainable school

Climate change is one of our time's biggest issues and 88% of young people feel responsible for fighting it (UNICEF, EU, AU 2021). Sustainability is now high on the agenda for many schools, but some may not be aware that energy could be one of their biggest polluters. In this article, we explore practical steps a school can take for a greener energy strategy.

With large buildings to keep warm and light, heaps of science and IT equipment, and kitchens of various scales, schools use a lot of energy in their day-to-day operations. This is especially true for those located in older buildings. If energy is sourced from fossil fuels, it can be one of the biggest polluters for schools. In fact, the World Resources Institute (2020) estimates that 17.5% of global emissions are caused by energy use in buildings.

Opting for a green energy strategy is a great way to both make a school more sustainable and engage with climate-conscious students. According to ISA Gold Supplier U4L, the first and easiest step towards a more sustainable school is to switch electricity supply to 100% renewable energy sources such as sun and wind power. This will significantly reduce a school's carbon footprint in an instant, and many suppliers now offer it at little or no extra cost.

The second step is improving your school's energy efficiency. This requires a little more involvement, but comes with the added benefit of also greatly reducing your energy costs.

Per the Institute of School Business Leadership (2021), it's estimated that 20% of schools' energy use is wasted on uneconomical methods. ISBL suggests that "efficiency savings need to be considered, such as energy efficient lighting, upgrading heating controls, managing ICT loads, and eliminating draughts."

Based on the south coast of the UK, U4L specialises in renewable energy procurement and efficiency solutions. Its team has spent the past year talking to schools about reducing their energy costs, as well as their carbon footprint. U4L's Associate Partner and net zero specialist Matthew Wright explains:

"Many independent schools operate in buildings which are hundreds of years old. They can be poorly insulated and often

feature high ceilings and single-glazed windows, leading to poor energy efficiency and high heating costs. Despite this, there are plenty of options for these schools to become more sustainable without impacting the historical features of the buildings." While new technologies may come at a cost, the resulting energy savings usually translate to a return on investment within between 6-24 months. As energy costs are on the rise, that number is likely to go down even further. Matthew adds:

"We recommend starting by upgrading lights and installing motion sensors, as this offers the quickest return on investment. The subsequent savings can then be gradually invested in other efficiency equipment, creating a snowball effect where each investment pays for the next."

Three of the most effective upgrades available for schools:

· Lighting

The most dramatic drop in energy use can usually be achieved by upgrading lights throughout all buildings. By swapping old halogen bulbs for modern LEDs, energy use is reduced by around 80%. Furthermore, PIR (Passive Infrared) motion sensors are a great option for ensuring lights are only on when someone is in the room.

· Heating

Switching out old boilers to more efficient counterparts can significantly reduce a school's heating costs and its carbon footprint. Depending on the requirements, either a modern electric boiler or an efficient gas boiler could offer some great savings.

· Voltage optimisation

Although most electrical appliances operate at 220V, power from the National Grid is generally supplied at around 242V. This means any surplus energy is wasted, and results in unnecessary wear and tear on appliances. A voltage optimiser is a device which is attached to your energy supply to ensure only the required voltage is used, and any excess is returned to the grid. This can both reduce electricity usage by up to 19% and extend the life of your appliances.



Photo by Jim Kalligas, Unsplash

"Many independent schools operate in buildings which are hundreds of years old. They can be poorly insulated and often feature high ceilings and single-glazed windows, leading to poor energy efficiency and high heating costs. Despite this, there are plenty of options for these schools to become more sustainable without impacting the historical features of the buildings."

The need for greater energy efficiency was highlighted during the autumn's gas crisis, which saw wholesale gas and electricity prices increase by 696% and 479% respectively between April and October (Drax, Cornwall Insight 2021).

In view of these concerning developments, many organisations both inside and outside the educational world started considering how they could mitigate the crisis' impact on their balance sheets. Thankfully energy prices regained some stability in November, but still they remained more than three times as high as in the spring.

In addition to this, regulation concerning environment and energy is increasing. Schemes such as ESOS (Energy Savings Opportunity Scheme) and SECR (Streamlined Energy and Carbon Reporting) are already requiring some independent schools to report on their energy use and carbon footprint.

When considering energy efficiency upgrades, it's important to get a bespoke plan which is tailored to your needs and budget. Each school is unique, so a 'one size fits all' approach is rarely the best option. Upgrades will need to take place with minimal downtime and without impacting the quality of the school facilities, so it's advisable to source everything from one place rather than working with a range of different suppliers.

Oundle School near Peterborough is currently working with U4L as part of its efforts to become more sustainable.

"U4L has filled its role perfectly; not only have we now switched over to renewable energy, but U4L has introduced us to other ideas and solutions which will help us reduce our energy usage across the whole organisation." Paul Lamb, Oundle School's Director of Finance commented.

By opting for a 100% renewable electricity supply, Oundle School are saving 1,200 tonnes of CO2 emissions. That's equivalent to taking 261 cars off the road for a whole year (EPA 2021).

Thanks to recent innovation and attention to climate issues, renewable energy and green technologies are becoming both more available and affordable. With higher energy prices, more climate-conscious students, and increased regulation, it's more pertinent than ever to consider energy in schools.

Doing so can lead to lower energy costs and the opportunity to promote your green credentials to the next generation of leaders. Now is the time to get started.

Resources:

UNICEF, European Union, African Union. 2021. *#YourVoiceYourFuture - Turning challenges into solutions*. <https://www.unicef.org/eu/reports/report-yourvoiceyourfuture-turning-challenges-solutions>

Institute of School Business Leadership. 2021. *Energy*. <https://isbl.org.uk/resource/factsheets/energy.aspx>

Drax, Cornwall Insight, 2021. *Energy Market Focus*.

United States Environmental Protection Agency, 2021. *Greenhouse Gas Equivalencies Calculator*. <https://www.epa.gov/energy/greenhouse-gas-equivalencies-calculator>



Moon Hall Reigate (LS)



Farlington School (LS)



Cransley School's (N) winning textiles piece from the ISA National Art Finals 2021



ISA National Finals for U14 Girls Hockey



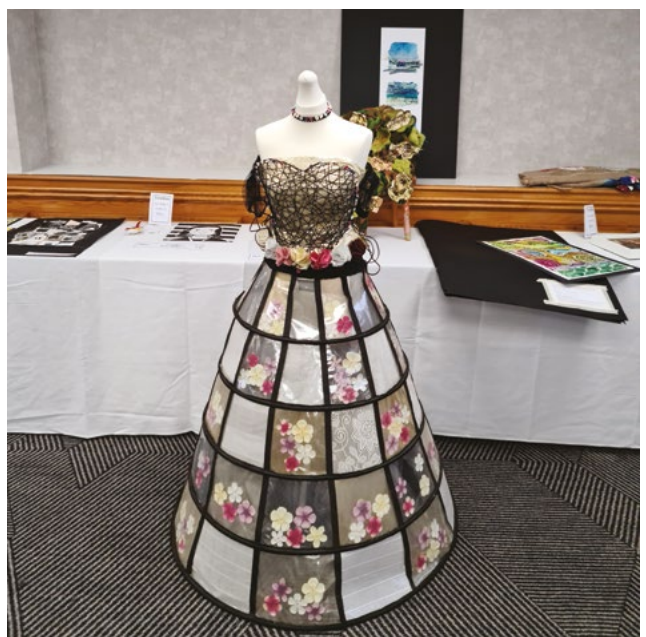
ISA Awards Ceremony 2021



ISA Awards 2021, Credit: Bentley Photographic



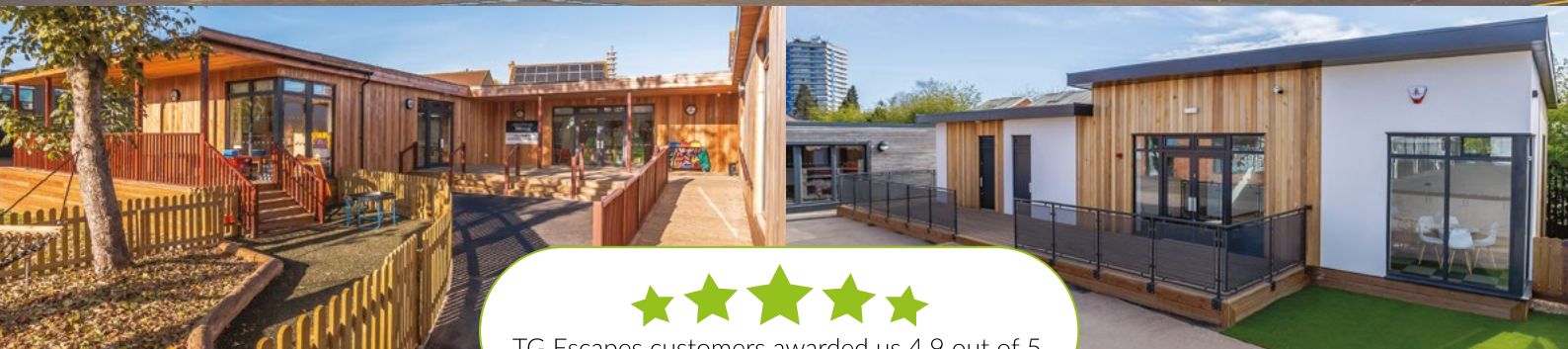
Volunteers from Bishop Challoner School (LS) kindly helped us for the ISA National Swimming Finals



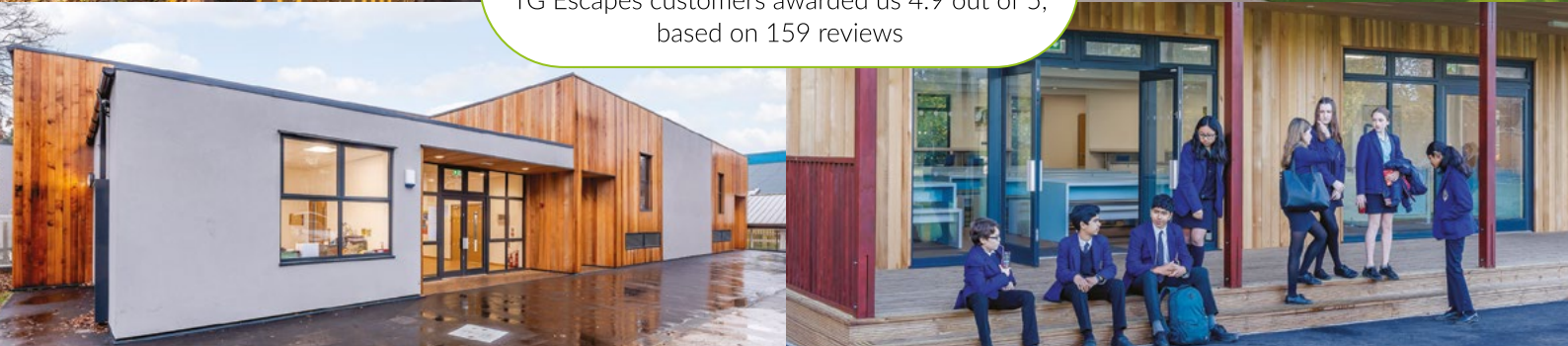
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