

ISA JOURNAL

SPORT | ISSUE 31 | MAY 2024

UK PARLIAMENT
TEACHER AMBASSADORS

INDEPENDENT SCHOOLS
CONTRIBUTING TO
TEAM GB

CAN SPORTS SAVE A
GENERATION FROM
MENTAL HEALTH CRISIS?

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Welcome

FROM THE CEO

Rudi Elliott Lockhart



This Summer, when the Paris Olympics and their celebration of sporting excellence are in the public eye, there will invariably be questions about how our education system succeeds (or not) at producing champions. If recent Olympic games are a reliable guide, there will be much angst in the comment pages of the media over what it means for many members of Team GB to have

been educated at independent schools. At ISA we celebrate sport at least as much for the opportunity for participation as we do for the chance to win. In the pages of this issue we unpack the value of sport in our schools not only for future champions, but for all pupils, as we consider how to make sport inclusive and how to ensure it contributes to wider education.

Malcolm Tozer analyses the data behind the contribution of independent schools to Team GB at the Olympics and asks the key questions about what it is about independent schools that sets so many on the path to sporting success. Malcolm Johnson writes about the value of sport for helping young people to overcome mental health challenges (and indeed of the value for Headteachers of getting outside, exercising, and escaping screens). He points out that true success in sport is there for everyone in what they gain by participating, rather than something only available for those that win trophies.

Marc Butler explores what an inclusive approach to sport can mean for pupils. He investigates the way that by providing a supportive environment for all pupils wanting to compete can help them develop resilience, commitment, confidence, and perseverance. He describes the importance of both offering opportunities for team building and leadership as well as the sheer joy of social interaction and the fun of sport. Kevin Hennessy gives a great case study of developing wellbeing, service, and consideration for others through creativity and physical activity in the form of his school's Creativity, Activity, and Service programme.

We also look beyond sport to questions of diversity more generally. David Savage describes a student led approach to fostering diversity and inclusion that empowered student leadership, encouraged collaboration, and championed inclusivity. Graeme Delaney reflects on participation in a UNESCO conference

to celebrate the principle of inclusion in schools. He brings an international perspective on the issue and the need for tangible reforms to take place to guarantee inclusion, rather than for hollow statements and empty rhetoric.

Within the next nine months we will have a General Election. There is, understandably, some anxiety within independent schools over what the election might mean. Labour are threatening to impose VAT on school fees should they form the next Government. It is likely that the policy will not raise anything like the money that Labour hopes it will, yet it will more than likely generate some alarming consequences. The policy could lead to some schools closing, job losses, and an influx of pupils into an already creaking and underfunded state sector. ISA continues to warn about the flaws in the policy and to advocate for other ways of ensuring that the independent sector can best support the state sector.

While we worry about what the next Parliament might bring, Lucy Ashley's article offers some comfort about the long term future as she describes her work with the UK Parliament Teacher Ambassador Programme. She describes the Pupil Parliament that she is establishing in her school and considers its value not only in empowering pupils to help shape their school community for the better, but also as an exemplar for Westminster, helping her pupils to demystify the work of MPs and Peers. I hope that this work will foster a thirst for democratic involvement and who knows, perhaps some of the Members of Pupil Parliament will one day take a seat on the green benches of the Palace of Westminster.

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Front cover photo: Rosemead Preparatory School (LS)



ISA Esports Competition



Merton Preparatory School (LS)

WRITE FOR THE JOURNAL

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



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UK Parliament Teacher Network

LUCY ASHLEY

PRIMARY TEACHER & UK PARLIAMENT TEACHER AMBASSADOR, HEATHFIELD KNOLL SCHOOL

UK Parliament Teacher Ambassador Programme ignites educational innovation

A teacher's journey towards empowering student democracy

Earlier this year, at the end of January, I attended the UK Parliament Teacher Ambassador Programme with the Education and Engagement team from the Department for Education. The objective of this initiative is to equip educators with the tools and knowledge to motivate and captivate both students and peers in discussions surrounding the UK Parliament and democratic processes.

The course had no associated costs and covered expenses, including travel and accommodation, for my three-day stay in London. From a logistical and financial point of view, the only thing that my school needed to do was agree to release me for three days and organise a supply teacher to cover my classes. UK teachers of any age group, at any stage in their career, are able to apply to the programme.

The programme was the most inspiring and effective Continuing Professional Development (CPD) I have experienced. It has completely changed my professional life and I am now pursuing a career path that I never knew existed. I am thankful that the Head

and Deputy of my school are committed to investing in their staff, as well as their unwavering support for my current pursuit.

Among the scheduled events of the programme was a tour of the Speaker's apartments and a question and answer session with the Speaker of the House, Sir Lindsay Hoyle. Sir Lindsay spoke at length with us about his constituency work as well as his parliamentary role. I found him to be highly engaging and informative. As a result of this interaction, I arranged a classroom study about the role of the Speaker within our school's politics curriculum.

We then participated in a tour of the Parliamentary Education Centre, where pupils of all ages can be taken on a school trip. The 360 degree Story of Parliament Projection Experience was striking, and aimed at Key Stage 3 and Key Stage 4 pupils. We were also informed about Learning with the Lords: Zoom lessons that can be set up in the classroom whereby a Peer from the House of Lords discusses their role and speaks directly with pupils. We also had the opportunity to browse the school books for each Key Stage, which are available to order from the Resources page on the UK



Pupil Parliament

At the start of the week, each Class Teacher or Form Tutor will launch the concept of our new Pupil Parliament with their respective year groups. This will allow pupils to consider standing for election as a representative of their year group and become an 'MPP' (Member of Pupil Parliament). Each year group will elect one representative, from Reception to Year 10 (Year 1 to Year 11 for September). Our Connect (SEND) Base will elect three representatives and our Sixth Form will elect one representative.

Throughout the week, pupils will be given the opportunity for campaigning. Older pupils will have the opportunity to write manifestos and make speeches to share their ideas, beliefs and information about why they would make a good representative. The general election will take place at the end of Parliament Week; our Sports Hall will be set up as a Voting Station, with a strict code of conduct, anonymised ballots, and ballot boxes.

The Heathfield Knoll House of Lords will comprise of our Head Teacher, Assistant Headteacher and the UK Parliament Teacher Ambassador. It will not have any decision-making powers but will support the Pupil Parliament with administrative tasks and scrutinise the ideas that they want to implement.

Currently in my school, several staff members oversee various pupil groups that facilitate pupil voice and participation. These include the Eco Committee, well-being ambassadors, anti-bullying group, and RotaKids (charity sector work). Within our new Pupil Parliament framework, these groups will become Select Committees. They will continue to operate as separate groups overseen by the current staff members, but they will report to the Pupil Parliament on their work on an advisory basis. They may also be directed to specific issues by the Pupil Parliament.

MPPs will be designated specific roles within Parliament and the Pupil Parliament Prime Minister will be our Year 11 School Captain. Parliament will meet on a half-term basis throughout the academic year. Moving forwards, general elections will take place annually as part of our recurring Parliament Week in summer term.

I feel privileged to be able to share this initiative and look forward to making a difference in our pupils' understanding of the parliamentary system. I'm brimming with excitement and enthusiasm for this project and I hope to pass some of that enthusiasm onto our pupils...and to you.

Parliament Education website at no cost. Upon returning to work, I ordered a free book for every pupil in my school.

While at the Parliamentary Education Centre, we received CPD in the form of a conference-style presentation. The premise was that upon completion, participants would be provided with a copy of the CPD presentation, enabling them to disseminate the knowledge gained to their colleagues. I have taken advantage of this and will be leading staff training next term.

Further events within the programme included a tour of the House of Commons and House of Lords, where we were fortunate enough to witness both Houses in session. I aspire for my students to encounter this firsthand, and I am currently arranging a trip to Parliament during the summer term to facilitate their experience.

The programme also provided us with a wide range of visiting speakers, such as MPs, parliamentary staff, and members of the House of Lords. The aim was that we would take back to our schools significant knowledge about a wide range of parliamentary roles.

Initial plans

Following the course, I returned to school and arranged an information sharing meeting with my Head Teacher. We discussed my ideas for school following my participation in the programme, specifically, setting up 'Heathfield Knoll Parliament Week,' which is scheduled to take place during the Summer term. Each year group in the school will have a different focus for the week. This newly established scheme of work will show incremental progress so that it can be redelivered annually.

Other events during our Parliament Week will include a visit from our local Conservative MP, a visit from the Labour Candidate, 'Learning with the Lords' live lessons and live viewing of Prime Minister's Questions. The week will culminate in a school-wide general election, establishing our new Pupil Parliament.



Lucy Ashley is a qualified Primary teacher and has worked as a class teacher in the West Midlands of the UK for ten years. She currently works at Heathfield Knoll School, a small through-school, as the Year 5 Teacher and Primary English Coordinator. Lucy previously completed a Joint Honours degree in Political Science and Sociology at the University of Birmingham.

WELCOME TO OUR NEW MEMBERS

NEW MEMBERS

Beth Elkins	Gretton School	East
Danielle Clarke	St Joseph's College	East
Barry Mansfield	Halcyon London International School	London North
Brendan Pavey	North Bridge House Nursery & Pre Prep	London North
Sarah Greenwood	River House Montessori School	London North
Kief Ho	The Southover Partnership	London North
Louise Maughan	The Villa School and Nursery	London North
Kas Lee-Douglas	Centre Academy London	London South
Abbie Simmonds	Courtlands Independent Special School	London South
James Waite	Octavia House London	London South
Matthew Davies	Demetae Academy	Midlands
Jessica Lesniak	Sunfield Children's Home and School	Midlands
Toby Oakley	Wilds Lodge	Midlands
Helena Grant	Wycliffe College	South West

OVERSEAS MEMBERS

Timothy Shanahan	English International School Baghdad	Overseas
Barnabas Moses	Samaritan Residential Schools	Overseas

TRANSFERS OF MEMBERSHIP

Matthew Booth	Oakfields Prep School	East
Melissa Clifton	The Old School Henstead	East
Mohammed Rahman	Al-Hikmah Girls School	London North
Danica Belzer	Broadhurst School	London North
Anne Napier	Hampstead Hill School	London North
Andrew Hodgson	Greenfields School	London South
Ian Thorpe	Little Downsend Schools	London South
Rachel Borland	LVS Hassocks	London South
Dominic Rose	The Cedars School, Croydon	London South
Rory Vokes-Dudgeon	Abingdon House School	London West
James Alder	Collingham College	London West
Stéphane Kuhn	EIFA International School	London West

WELCOME TO OUR NEW MEMBERS

TRANSFERS OF MEMBERSHIP (CONTINUED)

Huw May	Kensington Wade	London West
Kerrie Daunter	Kingscourt School	London West
Sharon Maher	The Study Wimbledon	London West
Victoria Taylor	Adcote School	Midlands
Amy Jones	Birchfield School	Midlands
Hanzalah Adam	Jameah Boys Academy	Midlands
Fatima Patas	Jameah Girls Academy	Midlands
James Neville	Loughborough Amherst School	Midlands
Thomas Muskin	Quinton House School	Midlands
Michelle Jenkin	St John's Priory School	Midlands
Richard Goody	St Winefride's Convent School	Midlands
Daniel Brewer	Stratford Preparatory School	Midlands
Sarah Howling	The Kingsley School	Midlands
Stephen Thompson	Wellow House School	Midlands
Dionne Seagrove	Belgrave School	South West
Tim O'Connell	Heywood Preparatory School	South West

School News

CELEBRATING STUDENT ACHIEVEMENT ACROSS THE ASSOCIATION

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

Ursuline Prep triumphs in dramatic shoot-out

A group of Year 5 and Year 6 students from Ursuline Preparatory School participated in the ISA 5-a-side Regional Football Tournament at The Len Forge Centre in Southend after a change in venue due to waterlogged pitches. Despite the challenging competition from 14 teams representing various schools, Ursuline excelled, emerging as Group A winners in the knockout rounds and securing a spot in the finals after an impressive 6-0 victory in the semi-finals. The intense final match against Alleyn Court Prep ended in a thrilling 1-1 draw, leading to a dramatic penalty shootout where the Ursuline goalkeeper's heroic save ultimately secured victory with a final score of 7-6. Their remarkable performance earned them a place in the ISA National 5-a-side Football Finals at St George's Park, showcasing their determination and resilience. Congratulations to this talented team, and best wishes for continued success in the upcoming championship.

Employers help Centre Academy get the JOB DONE

Centre Academy is unwavering in its commitment to equip students for success in the wider world. This dynamic small school in Southwest London has overcome obstacles to propel their educational mission forward.

In March of last year, the school embarked on an ambitious initiative, ensuring that all fifteen and sixteen year old students engaged in work experience spanning diverse fields from renowned establishments like McDonald's to local enterprises like Fara, a UK charity. Furthermore, the school introduced a groundbreaking programme entitled 'A Day in The Life Of,' featuring eleven professionals who generously shared insights into their life and work. Strengthening its community ties, the school established valuable partnerships with prominent colleges in the Wandsworth area and fostered connections with the Apprenticeship Support and Knowledge as well as the local Spear Foundation.

This February witnessed the launch of Job Done 2024, an initiative introducing fresh work-experience opportunities, including placements at esteemed institutions such as Waitrose and the MS Society. By December 2024, the school aims to place a total of twenty students in diverse professional settings. A hallmark of their commitment is the annual Job Done! event, as highlighted by Michael Jeffrey, the lead for careers and work experience. He said: "During this event, we commemorate the students' accomplishments and extend gratitude to the employers who have contributed to their success. The occasion features an exuberant afternoon of celebration, impactful speeches, and live entertainment."



Ursuline Preparatory (E)



Centre Academy, London (LS)

Abbey College students score with Manchester United legend

Abbey College Manchester students recently took part in a football masterclass with former Manchester United stalwart Mike Phelan. The opportunity came as part of the innovative Academic Studies with Football training programme, offered by the college, giving students a chance to train at a high level while pursuing academic qualifications. Chris Randell, Principal at Abbey College Manchester, expressed his enthusiasm stating: "Mike, Dave, and Matt hosted an extraordinary masterclass for our students – a truly enriching experience."



Abbey College, Manchester (N)

Charity has changed sporting lives at Alleyn Court Prep School

Alleyn Court Prep School in Southend has integrated The Panathlon Challenge, a sports charity programme, into its sports education. Indeed, its director of sport has said how working with Panathlon has personally transformed him. Former Panathletes now volunteer as Young Leaders, showcasing their enthusiasm and confidence while supporting younger pupils in Panathlon competitions. The positive impact of Panathlon extends beyond the school, with one family donating £1,000 for Panathlon equipment after witnessing its effect on their daughter. The school's Panathlon club, alongside traditional sports clubs, provides inclusive opportunities for pupils with disabilities, celebrated equally within the school community. Panathlon equipment is also used to differentiate activities for SEND pupils within the curriculum. Moreover, the school's involvement with Panathlon has inspired broader community engagement, with the Director of Sport volunteering with Camp Jojo, providing accessible sports activities for children with complex needs. Panathlon's impact has not only enriched the school's sports programme but has also fostered empathy and inclusivity among staff, benefiting both students and the wider community.



Alleyn Court Prep (E)

Leighton Park wins notable victory in a capella competition



Leighton Park School (LW)

Leighton Park School clinched victory for the fourth consecutive year in the ISA A Capella Competition 2024, wowing the audience with their rendition of 'Leonardo Dreams of His Flying Machine' by Eric Whitacre. Isi Ruland, a Lower Sixth student, expressed her delight at the win, "It was such a great experience winning and knowing that all the hard effort we put in actually paid off". Leighton Park hosted seventeen schools from across the country as part of its commitment to upholding music education. Rosemary Scales, director of music and media, said that music offers diverse opportunities for personal and educational growth. Leighton Park School's partnerships with Yamaha, Steinburg, and Sontronics provide students with exceptional resources and support to explore their musical talents to the fullest.

Apollo 5 gives lift off to musical talents at Worksoop College

Year 4 pupils from six local primary schools gathered at Worksoop College for a day of musical exploration led by the esteemed vocal ensemble, *Apollo 5*, as part of an outreach initiative by the VOICES8 Foundation. Under the guidance of *Apollo 5*, students engaged in dynamic vocal workshops, featuring a range of activities designed to enhance their musical skills and foster collaboration. The day culminated in a spirited performance where participants showcased their newfound talents to an audience of family and friends. "It was a joy to host the children for the day," Tim Uglow, Director of Music at Worksoop College, said as he praised for the enriching experience. "They were all a credit to their schools, and I hope each of them left with a heightened passion for music."



Renowned music group, *Apollo 5*

Harrogate school thinks outside the box for lessons

Ashville College in Harrogate is prioritising outdoor learning as an essential component of its curriculum, spearheaded by Paul Oldham. Through the launch of a bi-weekly video blog the school aims to emphasise the significance of learning beyond traditional classrooms. Oldham, drawing on over 30 years of educational experience, advocates for outdoor education's transformative potential, fostering problem-solving skills and resilience. The school's commitment to integrating outdoor learning aligns with post-pandemic recovery efforts, acknowledging the vital role of the outdoors in mental health and overall wellbeing. This initiative complements Ashville's broader co-curricular activities, enhancing students' life skills and readiness for the future. Head of Ashville College, Rhiannon Wilkinson, lauds Oldham's efforts in integrating outdoor learning, recognising its capacity to unlock diverse learning opportunities and cater to individual strengths.



Ashville College (N)

Students speak up in school TEDx Talks

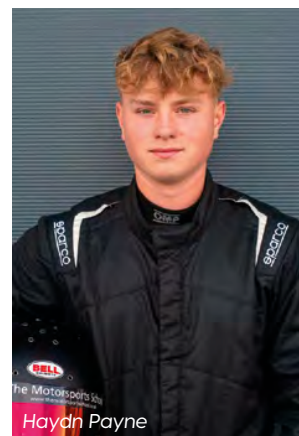


Luke, The King Alfred School (LN)

The King Alfred School (KAS) in Hampstead, London recently hosted its fourth TEDx event in the School's Phoenix Theatre, featuring talks by eight students, three staff members, four parents, and two alumni on topics ranging from Chinese tea ceremonies to financial advice for students. Empowering student voices, the event showcased personal stories and diverse perspectives, including discussions on alternative education, historical passions, sleep, and mental health. Robert Lobatto, the Head, said: "It's great to see how open the student speakers are about their experiences but also to hear different perspectives from the parents and staff. The camaraderie between the student, parent, and staff speakers was a sight to behold." Alumni Amiee praised the school's encouragement of self-expression, noting the value placed on student voices. Maya, one of the student speakers, shared her initial nervousness, but ultimately found comfort in sharing her story. The event, attended by a hundred-strong audience including proud parents, provided an informative and emotionally moving experience, fostering connections and pride within the school community.

Queen Ethelburga on track with new driver

Queen Ethelburga's Collegiate, the acclaimed North Yorkshire independent school, welcomes Haydn Payne, 18, as the latest addition to their Queen Ethelburga's Motorsport Student Team for the CityCar Cup Student Motorsport Challenge 2024. With a proven track record in the Challenge in 2023, Haydn's youthful dynamism and racing prowess align perfectly with the team's ambitions. Helen Snuggs, QE Motorsport Team Leader, expressed excitement about Haydn's arrival, emphasising his potential to inspire and guide fellow students. Haydn reciprocates the enthusiasm, eager to contribute to Team QE's success through collaboration and shared learning. QE Motorsport, launched in 2022, underscores the school's commitment to providing innovative extracurricular opportunities. Last season, the team's collaboration with WJS Motorsport Engineering & Trackside led to a remarkable 4th Place overall finish in the Student Motorsport Challenge, making QE the first UK school to compete in the event.



Haydn Payne

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

www.schoolstogether.org/about/adding-school-partnerships/.



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Independent Schools on the world stage

How do they contribute to the Team GB at the Olympics?

The contribution of former pupils of independent schools, plus a few current pupils, to the performance of Team GB at the Summer Olympic Games is a guaranteed story in newspapers every four years in the run-up to the next sporting festival. Much is speculation, little is supported by evidence, and some headlines are false – like these three. Consider the *Daily Telegraph* in 2012: ‘It is one of the worst statistics in British sport, and wholly unacceptable, that over 50% of our medallists in Beijing came from independent schools.’ Add ‘Was Team GB at Rio too posh, too privileged, and too white?’ from *The Times* in 2016; and from *Schools Week* in 2021 ‘It should come as little surprise that schools with boathouses and Olympic-size pools turn out pupils who excel in rowing and swimming.’ More on those headlines later in this analysis. So, as we approach the Paris Olympics, let us analyse the data before the next round of speculation begins.

Sydney in 2000 is our starting point: first it follows the low point of Atlanta in 1996 when Team GB came home with just a single medal, eight silvers, and six bronzes: and secondly, accessibility to the internet from the late 1990s makes it easy to trace each competitor’s background and performance.

Team GB generally gets larger after Atlanta: 313 in Sydney (2000), 262 in Athens (2004), 316 in Beijing (2008), 542 in London (2012), 360 in Rio de Janeiro (2016), and 381 in Tokyo (2022). As the host nation in 2012, Team GB was granted automatic entries in all sports, bypassing the need to compete for places.

Competitors who were educated at independent schools comprised 13.1% of the team in Sydney, 20.6% in Athens, 23.1% in Beijing, 17.3% in London, 23.4% in Rio, and 27.8% in Tokyo. This represents a doubling over the six Games. As around 7% of the school population in the UK is educated privately, the figures suggest that independent schools are over-represented. However, since most pupils in independent schools stay until the age of 18, it might be more appropriate to use the percentage of the school population over the age of 16 who are educated in independent schools. That figure is about 18%. The Team GB percentage is higher for four Games and lower for two. This suggests that independent schools win slightly more than their fair share of places, but it is a trend that is growing.

Women outnumbered men in Team GB in 2022 for the first time this century, by 199 to 182. The numbers for those educated privately for successive Games were 30 men and 11 women, 37/17 (Athens), 39/34 (Beijing), 46/48 (London), 43/42 (Rio), and 53/53 (Tokyo). The figures for men gently increased over six Games but those for women multiplied five-fold. Competitors at Tokyo who were privately educated comprised 29.1% of the men’s team and 26.6% of the women’s team.

Members of Team GB from independent schools were not present in all sports at the six Games. Eight of the 28 sports in Tokyo, for example, had no representatives: boxing, football, judo, skateboarding, sport climbing, table tennis, taekwondo and weightlifting. Sports with the highest representation over the six Games were rowing (114), hockey (68), athletics (55), swimming (50), equestrianism (31) and sailing (19). Representation in athletics, hockey and sailing has increased markedly in recent Games.

Now let us move from representation to performance; how did members of Team GB compare once the competition started?

Our measure of success is whether each competitor reached the top eight positions in their sport or, in the case of multi-event sports such as athletics, gymnastics and swimming, who reached the top eight in one of their events.

The percentages of each school group – those educated privately and those who were not – who achieved this standard over the six Games are: 80.5/35.7 in Sydney, 55.6/44.2 in Athens, 79.5/55.1 in Beijing, 77.7/37.1 in London, 70.6/57.8 in Rio and 80.2/68.0 in Tokyo. The average for those educated privately was 74.8%. Sportsmen and sportswomen educated at independent schools may have won slightly more than their fair share of places in Team GB, but they were clearly over-represented in finals.

Members of Team GB who were privately educated have made substantial contributions in eight Olympic sports. Three-quarters of them achieved top eight places across all six Games in cycling, equestrianism, hockey, modern pentathlon, rowing and sailing; just below that standard in swimming; and by nearly half in athletics. The overall top eight strike-rate in these sports was 78.4%.

“Members of Team GB who were privately educated have made substantial contributions in eight Olympic sports.”

Team members who had not been educated at independent schools saw their medal total increase from 32 in Sydney, through 36, 44 and 67, to 85 in Rio but dip to 73 at Tokyo. Their privately educated teammates increased their total from 16 in Sydney, though 15, 26 and 45, to dip to 42 and 38. Beijing’s 26 was a third of Team GB’s total – not ‘over 50%, as stated by the *Daily Telegraph*. The 111 medallists at Tokyo were evenly matched by gender: 56 men and 55 women. Men (39), overtook women (34), for those educated at state schools or abroad; women (21), led men (17), for those educated privately.

To summarise: men and women educated at independent schools comprised just over a quarter of Team GB at Tokyo, 28%, and supplied a third of the medallists, 34%. More than three-quarters, or 80%, finished in the top eight positions in one of their events. This success had built up steadily over twenty years from Sydney to Tokyo. What lies behind it? Why do privately educated men and women win more than their fair share of places in Team GB, and why do they compete so effectively once competition begins? There are several factors to examine: first, their early sporting careers.

An analysis of 94 privately educated members of Team GB for the London Games showed that most were introduced to their Olympic sport at school (55%), many at a sports club (30%), some through their parents (10%) and a few at university (5%). Schools

were particularly influential in two sports found in most physical education programmes – athletics and hockey. Most rowers met the sport at schools. Schools, however, played no or little part in the first experience in artistic swimming, canoeing, cycling, diving, equestrianism, gymnastics, triathlon and weightlifting, and their influence matched that of clubs for fencing, swimming and tennis. Parents provided the first taste for many horse riders and most sailors. A few took up their Olympic sports after leaving school.

“Why do privately educated men and women win more than their fair share of places in Team GB, and why do they compete so effectively once competition begins?”

Schools exerted stronger influence after the introductory stage, providing coaching and facilities in their Olympic sports for 60 of the 94, or 64%. Fencing, sailing, shooting, swimming and tennis all benefited from school involvement, whereas artistic swimming, canoeing, cycling, diving, equestrianism, gymnastics, triathlon and weightlifting owed little to schools other than the important contribution of a comprehensive programme of physical education and sport.

The Schools Week suggestion that independent schools have 50m pools, boathouses, rowing lakes, and the like is unfounded. Of the 13 independent schools that sent rowers to Tokyo, seven have their own boathouse, and six transport their boats from school. Just three independent schools have 50m Olympic-size swimming pools; only one sent swimmers to Tokyo.

Scholarships are awarded to candidates of proven ability or perceived potential. Of the 74 independent schools attended by members of Team GB for Tokyo, 47 or 64% currently offer sports or all-rounder scholarships and 27 or 36% do not. Such scholarships have steadily increased and now create an Olympic production line.

And was Team GB at Rio ‘too white’? Information from ISC’s 2016 census showed that 70% of pupils at independent schools in Britain were classed as ‘White British’! Analysis by the Department for Education, published in January 2015, recorded that ‘White British’ children represented 74% of secondary pupils in England. The figures for the rest of the UK were much lower, so one can safely assert that the ‘White British’ percentage at independent schools matches the national one. Independent Schools are doing their bit to boost ethnic diversity in Team GB.

David Walsh, chief sports writer at *The Sunday Times*, anticipated a strong performance in Tokyo from former pupils of independent schools. He noted that ‘independent schools are acting as high-class academies for aspiring Olympic athletes’ and asked why this was so.² Was it provision: the time allocated to physical education and sport, the ample indoor facilities and playing fields, or the contribution of teachers and coaches? Was it human qualities: the enthusiasm of pupils or the parental demand that all children should be offered the chance to compete in school teams? Or was it the spirit of the school community: the traditions maintained by school leaders, the expectation of high achievement, the regular competition and cooperation amongst pupils, or the collective “you can do it” philosophy? Or was it a mix of these factors? Pupils attending state schools, he wrote, could benefit from a cross-fertilization of philosophy and practice if the answers to those questions were known.

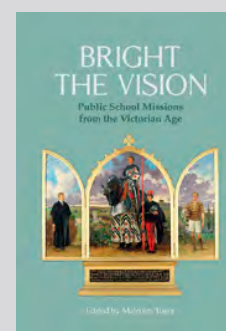
This suggests that more research is needed to identify what independent schools in the UK do to inspire their former pupils to make such a valuable contribution to Team GB at the Summer

Olympic Games. Additional research could come from Australia, Canada, India, New Zealand, South Africa and the USA, where a strong independent sector works alongside the state’s provision.



Malcolm Tozer taught at Uppingham School from 1966 until 1989. He then served as Northamptonshire Grammar School’s first Headmaster for six years and then Headmaster of Wellow House School for a further ten years. In retirement he has led inspections for the Independent Schools Inspectorate, served as a governor at Repton School and Foremarke Hall, lectured at Buckingham University and promoted partnerships in physical education and sport between state and independent schools. His books include *Physical Education and Sport in Independent Schools* (ed, 2012), *The Ideal of Manliness: The Legacy of Thring’s Uppingham* (2015), *Edward Thring’s Theory, Practice and Legacy: Physical Education in Britain since 1800* (2019) – shortlisted for the Lord Aberdare Literary Prize awarded by the British Society of Sports History, *Puddings, Bullies and Squashes: Early Public School Football Codes* (ed, 2020), and *Bright the Vision: Public School Missions from the Victorian Age* (ed, 2023).

Malcolm Tozer’s latest book, *Bright The Vision: Public School Missions from the Victorian Age* is published by Sunnyrest Books (October 2023) and Available from sunnyrest-books@outlook.com, Amazon, Waterstones and all good bookshops.



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ALEX GLENDINNING
ISA MARKETING AND EVENTS ASSISTANT

The power of Professional Development

How does Professional Development benefit schools as businesses and in terms of pupil development?

There are numerous factors that cement professional development as being vital in various 'business-related' areas: staff retention and wellbeing, equality and diversity, as well as the quality of a school's teaching and, in addition, compliance (a combination of the two areas). Because of this, when viewed from both Heads' and stakeholders' perspective, PD can end up saving schools' money, especially when compared to the cost of more extensive measures (wider, policy-based overhaul, for example).

Whilst we may no longer be sharing an actual room with our peers (or a car park, as those who will have attended pre-Covid ISA courses will remember), it is important to note the significance of the conversations had in and around the courses themselves. PD affords useful networking opportunities. Indeed, I have sat in on courses where anecdotes of challenging conversations, stories of financially fraught times for schools and (even!) email addresses have all been exchanged in the name of support for fellow teachers and practitioners in the spirit of knowledge-sharing and fraternity.

PD also means compliance. Getting relevant staff onto inspection courses will afford your school knowledge of and compliance with current regulations. ISI (Independent Schools Inspectorate) inspections, in-line with the framework change of 2023, are covered extensively by experienced tutors through the ISA. Likewise, the still-burgeoning area of Equity, Diversity and Inclusion is being made more navigable through Professional Development. PD can help independent school staff maintain a grasp of terminology, racial bias, and cognitive dissonance throughout each process, from hiring to hard-to-have conversations.

Furthermore, the advantage of developing talent from within your school over searching further afield cannot be understated. Leadership courses from ISA, all part of The Certificate in Advanced School Leadership, seek to develop staff from middle leaders to deputies. Homegrown talent naturally fits the school's culture and nurturing existing staff leads to a happier environment.



Likewise, PD also feeds into staff retention in schools. Not least due to burnout; in a recent study, higher self-efficacy was related to lower levels of teacher exhaustion. In fact, ISA courses range from those addressing school-wide financial difficulties to the mental health of all staff. Indeed, we even have The Certificate for Senior Mental Health Lead, covering everything from wellbeing plans for staff to maintaining a positive school culture. It is also worth noting that your middle leaders – particularly the more ambitious among them – will be easier to hold on to given that their skills and talents are being fostered.

PD also lets you stay abreast of current trends and changes in education. ISA offers courses on AI and, moreover, the ever-evolving area of SEND, which is also expanded through Professional Development. Specialist tutors such as Barry Huggett OBE offer advice on 'the SEND labyrinth', and elsewhere we offer support for SENDCOs and for those working with pupils with dyslexia. Moreover, for those with nurseries and prep-schools, EYFS is still a crucial part of what ISA does. Early Years courses form the backbone of our courses in teaching techniques, applying everything from the significance of movement in the learning process to how networking can improve learning.



RUPERT WEBER
HEAD OF EDUCATION AT APETITO, EXAMINES HOW INDEPENDENT SCHOOLS
CAN PROTECT THEMSELVES FROM VAT INCREASES BY MAKING SAVINGS IN THE KITCHEN

Helping Schools Serve up Serious Savings

Poll after poll shows that the Labour Party will likely form the next government and with Labour's policy of introducing value-added tax (VAT) on independent school fees, it's no surprise that there is increasing concern with how this would impact their pupils, parents and themselves.

The party is proposing charging 20 per cent value-added tax on private school fees and imposing business rates on the sector within its first year of government. With more than 600,000 children being educated in Independent Schools, it's estimated that the tax would raise £1.7 billion annually.

We know that many Independent Schools have been vocal in raising their worries around the impact this will have on schools and pupils alike, with many expressing concerns that schools will be forced to shut their doors or raise fees, pricing some parents out of being able to afford to give their children a private education.

Labour's policy has led to many schools scrutinising their operational costs, examining where efficiencies can be made. We know all school leaders will be thinking about the implications of these VAT changes and how schools can minimise their exposure.

One area where schools can make significant savings is in catering, which is typically schools' second largest cost after staff. Until recently, schools have opted for contract caterers or a complex in-house service and attempts to save money typically resulted in a decline in quality. But now, apetito's revolutionary school catering model is gaining huge popularity by helping schools achieve immediate savings of 15-20% on their catering with zero compromise on quality.

apetito helps schools deliver the control and flexibility of in-house catering, combined with complete simplicity that can't be achieved in traditional in-house kitchens. We're already serving over 10,000 pupils daily, whilst delivering significant cost savings and increasing meal uptake. We help schools achieve full control of their menus and staff, whilst delivering nutritious, high-quality meals.

Unlike traditional kitchen setups that require skilled chefs and kitchen staff to source ingredients and prepare meals from scratch, our system eliminates much of this costly and labour-intensive work. In fact, our pre-prepared system typically requires 50%

fewer staff and completely removes the requirement for skilled cooks and chefs, delivering significant cost savings.

Schools partnering with us have found their food waste significantly reduced because our pre-prepared meals and portion guidance mean schools are easily able to cook and serve meals to their pupils' exact needs.

Another advantage of our system is that our model needs far less kitchen space and equipment. Before moving to apetito, many of our partners were facing significant costs to refurbish their kitchens, whilst other partners didn't have a kitchen at all. apetito enables schools to cook on-site, improving food quality and uptake, with less kitchen space and costs when compared to any other catering system.

One school we've launched in the last 6 months was quoted £320,000 to refurbish their ageing traditional in-house kitchen. By partnering with apetito, they were able to save £250,000 on redesigning their new kitchen around our system.

Every day on this site, three kitchen assistants serve over 400 meals a day, with no chef required. In fact, the school's hot meal uptake has grown by 300% since implementing apetito six months ago and the school has been able to facilitate this growth without the need for additional kitchen staff.

Given the potential impact of Labour's VAT policy, we know how important it is that schools are able to make savings without compromising on quality, to ensure their fees can remain competitive.

Come and find out how our service makes a real difference to schools at the ISA Annual Conference on 16th- 18th May. You'll be able to learn how we're able to help schools have full control of catering, and deliver great quality meals, all whilst reducing cost and inefficiencies.

To learn more about apetito please visit <https://apetito.link/ISASchools> or contact education@apetito.co.uk, 01223 634845.



KEVIN HENNESSY
HEAD OF ACTIVITIES, ST CLARE'S OXFORD

Make Your Mark!

“This conference, entirely planned and executed by students, emphasises leadership qualities like active listening, decision making, responsibility, tolerance, self-management, humility, and fluency of ideas within a genuine school context.”

The International Baccalaureate Diploma programme goes beyond academic focus, incorporating a commitment to service, consideration for others, and attention to personal wellbeing, through creativity and physical activity. This encapsulates the essence of the Creativity, Activity, Service (CAS) programme at St Clare's, Oxford. Through reflection across these three areas, students discern how lessons learned “outside of the classroom” can be applied to their academic pursuits. St Clare's CAS experiences notably emphasise the cultivation of leadership skills, with the spring term student conference serving as a prime example. This conference, entirely planned and executed by students, emphasises leadership qualities like active listening, decision making, responsibility, tolerance, self-management, humility, and fluency of ideas within a genuine school context.

The 2024 conference, “Make Your Mark: Lead, Impact, Innovate,” was dedicated to igniting the spark of empowerment in young minds. The mission aimed to inspire participants to envision and create a positive impact on the world in their distinctive ways.

Initially, designing a student conference seemed straightforward. However, during the brainstorming phase, we realised numerous challenges lay ahead. We needed a compelling conference theme—one that motivated us and would captivate others, broad enough to generate diverse thoughts and inspiration. Thus, “Make Your Mark: Lead, Innovate, Impact” was born. This endeavour proved to be the ultimate learning experience in event planning and organisation. Despite occasional setbacks, the team excelled in providing mutual support. Whenever someone faced difficulty, another team member promptly stepped in.

'It was a pleasure to be invited to the "Make Your Mark!" conference in 2023 and I very much enjoyed the day, which left me feeling motivated and inspired. The student organisers did a phenomenal job! They clearly poured so much thought into the theme and the activities - the blindfold exercise was brilliant! It was wonderful to see students from different backgrounds connecting and learning from each other. The keynote speaker truly captivated his audience, and the workshops offered valuable insights. This conference wasn't just about leadership; it was about empowering young minds to make a real difference. I believe these students will go on to do amazing things!'

Helen Stanton-Tonner,
Director of Education and Inclusion, ISA

The event unfolded seamlessly. Despite some early arrivals and occasional memory lapses, the day proceeded smoothly. Students from various schools and backgrounds interacted and communicated effectively. The keynote speaker, Jim Woodhill, held the audience in rapt attention with his powerful words (and magic). Workshops covering various disciplines allowed participants to be active while learning from the experiences of successful young individuals in their respective fields. A memorable activity involved groups wearing blindfolds attempting to create a perfect square with a rope, highlighting the importance of communication.

Concluding the day with a summary of successes and highlights enabled us, the conference planners, to articulate the lessons learned from observing the day unfold. We genuinely believe that every participant—organiser, student, and staff—left with an enlightened perspective on leadership.

St Clare's, Oxford, takes immense pride in the accomplishments of Asia, Elisa, Toby, Herbie, and Ella, the organisers of the Spring Term Student Conference 2024.



Kevin Hennessy is the Head of Activities at St Clare's, Oxford. He has been involved with the Creativity, Activity, and Service, (CAS), core module of their International Baccalaureate Diploma programme since 2001. He works closely with the CAS Coordinator and a team of CAS Supervisors to deliver over 50 weekly experiences for students to create their own programmes. He also delivers IB Professional Development CAS Workshops.

Did You Get My Message?

We often send out digital correspondence to our Members. Are you receiving emails, newsletters, and other information?

Please make sure that your contact details are accurate in your ISA website profile.

We are available to offer assistance if needed!

isa@isaschools.org.uk

01799 523619



Professional Development

ISA offers professional development, at reduced rates for Members, designed exclusively for educators and leaders in independent schools. With ISA courses, you can acquire skills and insights to propel your career and make a lasting impact on your pupils and school.

We are pleased to be delivering a variety of online and in-person development opportunities, on a vast range of topics. Each offering a combination of expert advice and networking.

Cost

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

How to book

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

SEND

SENCO Training - For those responsible for SEND provision

11 June | Zoom | 10am - 12.45pm

The SEND Labyrinth – advice for all Headteachers and Senior Managers

9 May | Zoom | 1.30 - 4

In the Classroom

9 May | Zoom | 10am - 12.45pm

[EDIP]

Equity, Diversity and Inclusion (EDI) – knowledge, application and the legal framework.

13 June 2024 | Zoom | 9.30am - 3pm

This course will cover the fundamentals of and best practice for equity, diversity and inclusion, including the exploration of stereotypes, understanding different types of discrimination and employer & employee duties in relation to EDI.

Annual Conference

16 - 17 May 2024, Birmingham

Annual Conference's programme is packed with a variety of engaging and informative speakers, and will also include the Association's Annual Dinner and AGM. This is a wonderful opportunity to enjoy some networking, to be inspired, and to share in the unique fellowship of ISA.



ISA Accreditations

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

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

The ISA Certificate for Equity, Diversity and Inclusion Lead recognises the need for current, detailed and supportive professional development to ensure those that take a leading role in this area develop their skills and knowledge

effectively. It is designed to enable all those that have an interest in equity, diversity and inclusion within their setting to maintain best practice.

The ISA Certificate for Senior Mental Health Lead ensures School Leaders remain current and have opportunities to develop a whole school approach to mental health and wellbeing. The scheme aligns to the full DfE specifications for the role and is designed for senior staff with the role of Mental Health Lead within their setting.

The ISA Certificate in Advanced School Leadership recognises excellence in Senior Leadership and celebrates a continuing commitment to drive personal improvement. It is open to those leaders (both members and non-members) who wish to develop their skills and knowledge in school leadership.

How they're achieved

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

To be awarded the ISA Certificate for Equity, Diversity and Inclusion Lead, the following five courses must be completed along with a case study on your setting:

- Embracing Difference: A practical approach to disability awareness for education professionals
- The School Admission Process - what you can and can't do, and how to do it right.
- Gender and Sexuality Matters
- Racism, Bias and Providing Culturally Sensitive Services
- Equity, Diversity and Inclusion (EDI) – knowledge, application and the legal framework

The ISA Certificate for Senior Mental Health Lead ensures School Leaders remain current and have opportunities to develop a whole school approach to mental health and wellbeing. The scheme aligns to the full DfE specifications for the role and is designed for senior staff with the role of Mental Health Lead within their setting.

To be awarded the ISA Certificate for Senior Mental Health Lead, you will need to complete the four Mental Health Pathway training sessions below along with a Mental Health Development Plan.

- Mental Health First Aid (1 or 2 Day)
- How to create an effective wellbeing plan to support your colleagues and school - Creating and Maintaining a Positive School Culture
- Mental Wellness and Building Resilience in staff and pupils
- Looking after the Mental Health and Wellbeing of staff

The ISA Certificate in Advanced School Leadership is bespoke and can be achieved by collecting credits in different ways. You must collect 25 credits in total to receive the award, through the activities below:

- Attendance at ISA Senior Leadership Pathway [SLP] courses (4 credits per course)
- Attendance at selected ISA conferences (4-6 credits per conference)

Practical work outside of your normal role, such as relevant experience in governance, over two years in a state or private school (6 credits)

Visit our website for more information:

www.isaschools.org.uk/professional-development/isa-accreditations.html



© UNESCO/Marie Etchegoyen

GRAEME DELANEY

Inclusive education: reflecting on the UNESCO and IFIP Conference in Paris

"Paris in spring: what is there not to like?" Along with all the other Heads from the Chatsworth Schools group I had the privilege to participate in a three-day conference organised by UNESCO and IFIP (International Forums of Inclusion Practitioners) with more than a thousand other delegates from every continent. Why had we come? To celebrate and reaffirm the Salamanca Statement, organised by UNESCO and the Ministry of Education of Spain in 1994, which laid down the fundamental principle of inclusion in schools: "All children should be together, wherever possible, regardless of any difficulties or differences they may have." In short, every learner matters and matters equally.

Since 1994, much progress has been made in making education inclusive, but we are not there yet, by any means. 250 million children worldwide are still denied their right to education (UNESCO 2023). Numerous factors restrict access to education, such as poverty, location, gender, language, disability, ethnicity, and migration or displacement status. Until we address these barriers, we cannot claim that education is fully inclusive in any country.

On the first day, Dr David Moinina Sengeh, Chief Minister of Sierra Leone, emphasised that discussing inclusion is one aspect, but to truly implement it, we must be prepared to enact radical changes. There was a certain amount of 'patting ourselves on the back' for the progress made, but it was uplifting to hear from the various speakers at the opening discussions what challenges must be met before we have equitable education. One small experiment

"All children should be together, wherever possible, regardless of any difficulties or differences they may have."

highlighted this really well. All delegates were given a bag of five LEGO pieces and a blindfold. The pieces spelt out different letters in Braille and we were asked to feel the letters, without looking, and spell out a word. Then, with the blindfold on and working with a partner, we had to build a tower using the LEGO bricks, understanding in a very simple way the problems people with sight impairment have. Not surprisingly, no pair in the hall managed to build a complete tower.

The second day of the conference honed in on the theme of 'Moving from policy to practice', aiming to support teachers and school staff in implementing inclusive teaching and learning methods. Reflecting on my own experience during my PGCE many years ago, I realise that inclusive education and supporting students with diverse educational needs were not adequately addressed in my training. Conversations with younger colleagues suggest that little has changed since then. It's unreasonable to expect teachers

to naturally grasp how to create fully inclusive classrooms without proper guidance. This issue was the focal point of the first major discussion titled 'What works (or does not) in classrooms and schools for inclusive teaching and learning practices.' Led by Anita Gleave, CEO and founder of Chatsworth Schools, known for her dynamic approach, the session began with a lively activity to get everyone moving and engaged. With contributions from speakers representing Uruguay, Lithuania, the Netherlands, and Egypt, as well as input from the audience, we delved into the regional and cultural factors impacting staff development and evolving attitudes towards inclusion.

In the afternoon, topics were discussed in smaller groups, allowing more delegates to voice their experiences and to share what is working in their countries. These topics included building safe, welcoming and inclusive learning environments and scalable initiatives involving parents and communities. In one session, it was great to hear from Clemmie Stewart, executive principal of Beech Hall School, Riyadh, about the pioneering work going on to make this school the first fully inclusive school in Saudi Arabia.

By Friday, working in subterranean rooms with low ceilings and no air conditioning became a little tiring, but the energy of the delegates continued as topics included ensuring access to technology; the transition from school to the labour market; and one I found myself reporting back on concerning the European dimension: how independent and international schools should be driving change. For such schools in the UK, the present focus may be concentrated on the possibility of VAT being added to fees in the near future, but as a group, we have a powerful voice, and it is important that we use our presence to be heard. We've established a standard that we should take pride in, rather than feeling embarrassed about our efforts in education, especially when not everyone is doing the same.

The conference was closed by Daniel Sobel from IFIP and Justine Sass, Chief, Section for Education for Inclusion and Gender Equality, UNESCO. What did I get out of the three days?

Surprisingly, some of the countries I least expected are making remarkable strides in inclusion initiatives. I am greatly impressed with the work done by nations like Lithuania and Benin, just to name a couple. Discussions about inclusion are important, but without practical or even radical reforms implemented, it will just be empty rhetoric. Being the only schools' group with all its Heads present, except for one undergoing inspection, our commitment to non-selectivity and inclusivity was acknowledged by IFIP. Each school, having submitted its inclusivity programme, was awarded certificates to honour their efforts in fostering inclusivity within their respective establishments. Anita Gleave and Clemmie Stewart also received Fellowship awards from IFIP for all the work they are doing to promote inclusive education.

Did I get to see Paris in spring? Only if you count the five-minute walk to and from the conference centre or a taxi ride to Montparnasse to enjoy a team dinner at Chartier. If you have never been to one of their three restaurants in Paris, I would wholeheartedly recommend them (of course, there are other restaurants in the capital), especially if you like wholesome food well cooked, great service and very cheap prices. The most I saw of Paris was when I persuaded my taxi driver to drive through the centre of the capital rather than taking the Péripherique back to the airport. I hope his predictions for the upcoming Olympics, where the word 'désastre' was prominently frequent will not be true, but there is still much construction work to be done before the opening ceremony at the end of July.

A fully engaging conference, which has inspired me to further action on our next staff inset day. I bet they can't wait! But the last word is not from me, but suitably from the UN Secretary General:

"Let's make sure today's learners and future generations can access the education they need, to create a more sustainable, inclusive, just and peaceful world for all."

UN Secretary General António Guterres, New York, September 2022



Graeme is Head of Pattison, a Performing Arts school in Coventry. He has been teaching and leading in education for many years now and at some wonderful independent schools around the country. He tried retirement but after one day decided it wasn't for him, as he enjoys the fun, the challenges and pupils and staff too much. Very keen on the performing arts, Pattison is a dream school, where all children, regardless of background, grow in confidence and responsibility through the school's inclusive, nurturing ethos. Long may that continue.



Malcolm Johnson (second from the left) competing at the 2003 Canoe Sprint World Championships, Atlanta, USA

MALCOLM JOHNSON
HEAD TEACHER, GREENBANK PREPARATORY SCHOOL

Success is a journey, not a destination

A recent report from the Resolution Foundation notes that in 2021-2022 over one-in-three young people aged 18-24 reported symptoms of conditions such as depression, anxiety, or bipolar disorder – up from one-in-four in 2000. As a result, more than half a million 18-24-year-olds were prescribed antidepressants in 2021-22. The rise in mental health problems among young people is not just a health crisis; it is limiting their economic options as well. The report finds that between 2018 and 2022, one-in-five 18-24-year-olds with mental health problems were unemployed, compared to thirteen per cent of those without mental health problems. The number of young people not in employment due to ill-health has more than doubled over the past decade. People in their early twenties are now more likely to be economically inactive due to ill health than those in their forties.

One hundred years on from the story of Eric Liddell and Harold Abrahams, immortalised in the film *Chariots of Fire*, 80 years on from the first sub-four-minute mile, 20 years on from a smiling Kelly Holmes, arms outstretched, winning athletics gold, could the Paris Olympic Games save a generation from a mental health crisis? As Headteachers, we know about the struggles our young people are having with their mental health: too much screen time, insufficient exercise, and inadequate time outdoors. Constantly connected to others but rarely getting together face to face. How do we turn this round? Could sport be the answer? I hope so, I have been a passionate advocate of the benefits of sports ever since I first paddled a kayak as an 11-year-old. I worked my way through the basics, spending as much time in the water as on it. I just could not get enough, and eventually pig-headed determination won out over talent, and I was selected for the British Junior Kayaking Team.

In my first year as a senior kayaker, I competed for selection into the senior team and fell short. Seeing my disappointment, a club mate sent me a card with the words: *“success is a journey not a destination”*. At the time this was not what I wanted to hear; how could anything sound so false? The matter was black and white, I had competed for a place on the team and had fallen short. How could the journey matter? I had put my studies, career and social life on hold and had come up wanting. I put the card away out of sight and forgot about it.

Over the following years I continued with the sport I loved. I had some success, nationally and internationally, and I experienced failure too, most notably narrowly missing out on selection to the Olympic team in 2000 and 2004.

Over the ten years I spent as a senior athlete I faced illness and injury, disappointment and success, unbridled joy and abject misery. Each time I felt a setback I reflected on it and had to move forward. There are times in sport when you don't feel like it, when the competition and pressure feel like too much. It is then that you sink or swim. I learned to ask questions, to reflect on my performances and to use this as a means of improving. I did not give up on the sport I loved, though at times it was tough. And with time, much time, I have also learned to value the journey.

As a head teacher I have the wonderful and humbling opportunity to positively influence the children in my school. I hope our pupils will enjoy sports, be healthy, get outside, interact and communicate, experience disappointment and defeat and, importantly, learn from both. I want to encourage parents not to remove obstacles from their child's path, to simply be alongside them whilst they

grapple with a challenge. My friend who sent me the card did. He was right, the journey is what I now most value: I use what I learned from those formative experiences in everyday life, I enjoy success, enjoy being in the moment, reflect on the times I fall short and try to learn from them. I strive to weather the pressures, to manage the worries (VAT on fees, admissions, recruitment) as well as celebrate the achievements. We head teachers can help the next generation develop the resilience to know that, at times, things will be tough but that we will come through it, stronger for the experience.

Perhaps it is too ambitious to expect Paris 2024 to save the next generation from a mental health epidemic, but I am sure some inspirational stories will emerge and with a great deal of excitement. We may use some of those stories to influence our young people so that they are equipped to manage what comes, to ride the waves, the ups and the downs. Success is a journey after all, one to savour and enjoy.



Malcolm Johnson is Headteacher at Greenbank Preparatory School and Day Nursery, in Cheadle Hulme, Cheshire. Before embarking on his teaching career he was a member of the Great Britain Canoeing Team and competed at international level on numerous occasions. Since 2004 he has commentated for Eurosport and the BBC on major international canoeing events including the Olympic Games, European and World Championships. He is looking forward to commentating for Eurosport at the upcoming Paris Olympic Games.

What's the score?

2023-2024 ISA Sports participation

7500+ pupils

155 regional events

54 national events

250+ schools

30 sports



Inclusive and collaborative opportunities for ISA Members

The Independent Schools Association stands committed to fostering professional development and collaboration among its Members. Through innovative initiatives, the ISA endeavours to create platforms where educators can engage, share experiences, and enhance their expertise. Here we explore two significant endeavours spearheaded by the ISA: Discussion Forums and Subject Level Networking Groups.

Discussion Forums

For several years, the ISA has been hosting Discussion Forums, online platforms designed to address various topics pertinent to school leaders. Led by Helen Stanton-Tonner, the ISA's Director of Education and Inclusion, these forums cover areas such as Early Years Foundation Stage (EYFS), Equality, Diversity and Inclusion (EDI), Special Educational Needs and Disabilities (SEND), and the recently introduced Cross Faith Forum. These forums serve as informal gatherings for Members to exchange insights, expand their networks, and delve into pressing educational issues. Accessible free of charge for ISA Members and staff of Member schools, these termly meetings provide a convenient avenue for educators to connect and collaborate.

ISA Subject Level Networking Groups

In addition to Discussion Forums, the ISA has launched Subject Level Networking Groups, tailored to subject specialists and leads. Originating from successful pilot groups in Senior Modern Foreign Languages (MFL) and Prep Maths, these online groups have expanded to encompass English, Phonics, Maths, Science, Computing, and MFL for both prep and senior age ranges. Chaired by ISA Members or recommended specialists, these groups offer a unique platform for subject-specific professional development.

Recent topics in the Prep Maths Group have included exploring East Asian teaching methods and delving into cross-curricular links between Maths and other disciplines. While in the Senior MFL Group welcomed John Cloughton and Abbie Dean from WoLLoW (The World of Languages and Languages of the World) who spoke about WoLLoW's innovative curriculum, designed to kindle curiosity about language origins, bolster grammar comprehension, and foster robust language learning skills.

Unlike Discussion Forums, these groups maintain a slightly more formal structure, with minutes recorded and distributed, chairs appointed based on ISA Education Committee recommendations, and a direct link to the Committee for subject-specific expertise and broader membership interests.

Accessibility and Participation

One notable aspect of both initiatives is their online accessibility, eliminating the need for in-person attendance and alleviating scheduling constraints for school staff. Members and their staff can easily participate by logging into the Members' area of the ISA website, ensuring inclusivity and broad participation across the ISA community.

The ISA's initiatives in professional development and collaboration exemplify its dedication to supporting educators in their quest for excellence. Through Discussion Forums and ISA Subject Level Networking Groups, the association fosters a culture of learning, sharing, and innovation, ultimately benefiting students and schools alike. As the educational landscape continues to evolve, the ISA remains steadfast in its commitment to empowering educators and advancing educational practices.

If you have questions about Discussion Forums or our Subject Level Networking Groups please reach out to Helen Stanton-Tonner (helen.stanton-tonner@isaschools.org.uk) or Spencer Kyirem (spencer.kyirem@isaschools.org.uk) for more information. We hope to connect with you soon!



New dining and sports changing facilities at Derby High School

CARLY TOOGOOD
MARKETING MANAGER

What Modulek Has Learnt From School

As a leading design and build construction company, Modulek embraces learning. For over a decade Modulek have built and deepened their understanding of the Independent School estate setting.

As a Marketing Manager, it would be simple if I could bottle that finding and reproduce it! In fact, I would probably be the most sought after marketing person in the construction industry, but it's not that simple!

What I can share from our learning is that in our experience, listening, understanding, and collaboration are some of the most appreciated aspects of our relationships with our clients.

Every estate we visit has bespoke requirements. Whilst there are common themes to the use of the building, the how and the why, is always very different. It is only by listening, understanding, and collaborating, do we fully build up the picture of a new building and how it will enhance the overall offering of the school, over and above the shape and size of the structure.

As a design and build specialist within the MMC market, we have a team of professionals at our Head Office who can visualise and engineer building design.

Understanding the 'how' is important. How schools have committed to their individual environmental and sustainability targets and policies is critical for us to listen to.

Understanding your short-term and long-term environmental targets is key to designing and delivering a building that meets those during and after the construction process.

In addition to how the building is designed to perform and fit within its landscape, we know that from listening to our clients, what happens inside the building is just as important as the exterior.

A new building can enable you to offer an alternative space to pupils and staff who may need to learn in a different environment to the rest of the school. A new building may mean that you are better servicing the needs of overseas pupils and expanding the commercial offering of your estate. It could be that a new building will provide a new or combined year group from a feeder or neighbouring school, providing new facilities for estates that are looking to unite in these challenging times.

We have learnt that collaborating with all involved in a new build project benefits both sides of the team. At the consultation and design stage we have learnt that input from everyone involved can really stretch and push the boundaries as to what can be achieved working together. We have learnt that listening to teaching staff can push our creativity with innovative floor design and use of space. Listening to pupils provides us with a different perspective on how they learn best. Working collaboratively with Governors and Finance Teams ensures that the contractual aspect of the project works across every stage of a build project.

Our last and most important learning that I will share, is our relationship with Head Teachers. Listening and understanding the visions of our Head Teachers is a privilege.

To be trusted by professionals who dedicate their career to ensuring that their pupils have every opportunity to learn and develop as individuals, arming them for adulthood and our future, is not something that we take lightly.

The Independent education system will never stop teaching and at Modulek, we will never stop learning.

It has been a privilege to recently work with Amy Chapman and her team at Derby High School during the current academic year. A new dining facility was needed to bring the school together to enjoy mealtimes. We met Amy Chapman at a conference last year, and the project was facing the possibility of not proceeding. Our approach of listening and understanding the issues that Derby High School were facing at the time, and being able to use our experience to collaborate with the team has ensured that the new building that was badly needed to accommodate rising pupil numbers, has now been delivered and the whole school can share mealtimes which is such an integral part of the school day.

"No request has been too much! We have been delighted how the process has gone. It has felt like a partnership throughout the whole project. We have felt listened to, supported and reassured.

They took our ideas, listened to us, responded very quickly, and gave us a proposal we knew would be a wonderful addition to our school within our budget. We are very happy and excited to have this new building in the heart of our school which everyone will benefit from!"



TASIS Volleyball in Vienna

MARC BUTLER
DIRECTOR OF SPORTS & ACTIVITIES, TASIS ENGLAND

This sporting life

Nurturing student-athletes through supportive programmes

TASIS England is an international day and boarding school located in Surrey, with a student body that includes over 70 nationalities. As part of the school's mission, we look to embolden all learners to flourish through active engagement and a desire to seek and learn from their experiences. Through a balance of support and challenge, additionally our students are encouraged to become principled, open-minded, and compassionate members of the international community. To achieve these aims we recognise the importance of cultivating supportive relationships and celebrating the unique contributions of each member. One of the key areas in which we see these values in action is through the sports and activities programme.

For the past six years TASIS England has operated a 'no drop' policy, a pledge that provides every student with the opportunity to sign up for their chosen sport in the knowledge that they will be fully supported throughout their time in the programme. Sports are offered on a trimester basis (over three different seasons) with no specific sport being offered as a competitive option for the entire school year. The schedule encourages students to try different sports, learn new skills, and meet new people. Whilst increased participation and continuous engagement are cornerstones of the TASIS England sports and activities programme, we also recognise that students participate in sports for many different reasons. Some students may aspire to win trophies and therefore enjoy competition and playing fixtures against other schools. Whilst others prioritise the need to feel part of a social group, improve their fitness, or just have fun playing something they enjoy.

Ensuring that opportunities cater to various sporting interests is certainly not an easy task. To help promote inclusivity, coaching staff are tasked with taking the time to consider the needs of the person before placing any expectations on them as a student-athlete. This approach provides the best opportunity to build positive connections and support those who may be experiencing any academic, social, or mental health challenges. TASIS England staff also have an important role in helping student-athletes to identify those transferable skills, relatable experiences and/or emotions that are often experienced through sports and can often positively influence performance and wellbeing in other areas of their life. An example of this is when students encounter the need to learn a new skill or tactic. This process can often involve the aid of existing skills and/or knowledge to provide context and relevance to new areas of learning. It is vitally important to try to relate how the very same methods of problem solving used in sports and skill acquisition can also be used to support student-athletes in the classroom. The challenge for teachers and sports staff is to work together in helping students, colleagues, and parents to understand these similarities. Together we can then actively promote the positive benefits of participating in sport and/or other co-curricular activities such as STEAM, performing arts, and Duke of Edinburgh Award as a great way to support academics.

When offered in a supportive environment, competitive sport can provide students with the opportunity to develop new or build upon existing psychological skills. These transferable skills include: resilience, commitment, confidence, and perseverance. Competing



can also immerse young people in experiences that provide them with leadership opportunities, team building through collaboration, and the platform to become sports ambassadors who model values such as sportsmanship, respect, and compassion. However, equally important is the option for students to participate in recreational sports. The focus for these sessions is on building fundamental skills and/or enjoying social interaction with others. It is also a great way for students to experience sports for the first time without the pressure that sometimes comes from participating in competitive fixtures. Recreational sports also require a lower level of commitment and are a great way for students to continue to enjoy sports during the times of year when they may not have the time available to commit to competitive sports teams.

Alongside our much-valued participation in ISA events, TASIS England is a member of the London School Sports Association (LSSA) and the International Schools Athletic Association (ISAA). Collectively, these three affiliations provide our students with a competitive sports programme which offers local, national, and international sports competition and travel. The number of events scheduled throughout the year also ensures that we can offer all middle and upper school students the opportunity to represent the school in individual and/or team competition should this be something they would like to pursue. As an international school, we also recognise the value of offering opportunities for our students to experience travel and compete in annual sports tournaments that take place in countries across Europe. Recent trips have included short breaks to cities including Paris, Athens, Vienna, Barcelona, Geneva, and Eindhoven. Travel is an effective way to stimulate innate curiosity, promote international mindedness, and celebrate diversity. It also empowers students to grow in confidence, develop a more global perspective, whilst also providing opportunities for different groups to interact and discover shared interests. For the more competitive, these events are an incredible opportunity to test yourself against student-athletes and teams from countries including Egypt, Spain, Germany, Switzerland, Holland, Israel, Austria, France, Belgium, and Greece. In a similar way to the Olympics, these events always look to promote the values of excellence, respect, and friendship. Indeed, there have been thousands of people around the world who have met each other whilst competing as rivals at these types of events, and who have gone on to forge lifelong friendships based on those shared experiences.

Continuing to provide multiple pathways emboldens every student to embrace a culture of learning and to also celebrate the journey

of continuous development. This relies on our ability to recognise those seemingly inconsequential moments that many students will encounter during their unique journey through sports. Taking time to build positive relationships between coaching staff and students is vital in supporting young people navigate the pressures and time constraints that come hand in hand with their attempts to balance academic, social, family, and sporting commitments. If the aim is to create a life-long love of sport, then it is important to identify the barriers preventing those from participating. Comparatively, we must also take the time to recognise the continually changing circumstances and subsequent support needed for those who are already on that journey.



Marc Butler joined TASIS England as a PE teacher in 2016. At the beginning of the 2017-2018 academic year, he was appointed as Director of Sports & Activities as well as a member of the school Senior Leadership Team. Prior to arriving at TASIS Marc worked in Asia as a football coach and PE teacher before joining Fulham Football Club in 2011. At Fulham FC he held roles including coach education, coaching, and supporting both community and charity projects. In 2019, he helped found the International Schools Athletic Association (ISAA), an organisation that aims to provide approximately twenty international sporting events each year for schools located throughout Europe and North Africa.

Student-led conference sparks change

Abbey College, Cambridge



Abbey College Cambridge (E)



Conference participants with Paralympian Louis Rolfe

In the heart of Cambridge, a pioneering initiative unfolded as students from diverse educational backgrounds united to orchestrate a landmark event—the Diversity Conference. The inception of this conference stemmed from a noble ambition: to forge connections between state and independent schools and foster robust local collaborations. At the core of this endeavour was a commitment to championing diversity and inclusion, attributes indispensable for creating thriving educational environments. These student-led conferences happen every term at Abbey - an initiative sparked by our new Principal, Ellen Hesse. This article reflects on the inaugural Diversity Conference and its profound implications for educational discourse.

The conference showcases the incredible impact of student leadership. Motivated by a desire to foster ownership and develop leadership skills, students carefully orchestrated every aspect of the event. They took charge of everything from brainstorming the agenda to managing logistics, approaching their responsibilities with passion and creativity. Jasra, a standout student leader, eloquently describes her journey, “We had meetings with the student leadership enrichment team to brainstorm ideas and make plans. During the conference, I made sure everything kicked off smoothly by introducing speakers and guiding students through the projects. Plus, I helped out students as they worked together on our school charter, making sure it was all about diversity, inclusion, equality and social justice.” It was a pleasure to work alongside Carolyn Dunn, Vice Principal Pastoral, as she has been at the forefront of promoting diversity and inclusion here at Abbey College Cambridge. The conference became a transformative experience, providing a platform for personal growth and empowering students to confront challenges and emerge as visionary leaders.

Central to the ethos of the Diversity Conference was the ethos of collaboration. Schools spanning the spectrum from St. Bede’s Inter-church School to Landmark International came together in a spirit of unity and camaraderie. Through collaborative projects and interactive sessions, students transcended institutional boundaries, forging meaningful connections and amplifying voices. The conference was not merely a confluence of individuals but a testament to the power of collective action in driving positive change. As students navigated discussions on diversity charters and shared experiences, they cultivated empathy and solidarity, laying the groundwork for a more inclusive educational landscape.

The conference served as a catalyst for introspection, prompting participants to envision an ideal educational paradigm rooted in diversity, inclusion, and social justice. Against the backdrop of the upcoming Olympics, the inspiring narrative of Louis Rolfe (MBE Gold Medal Paralympian) underscored the transformative potential of resilience and determination. Through poignant narratives and practical examples, the conference galvanised attendees to

advocate for equity and embrace diversity as a cornerstone of educational excellence. By embracing diverse perspectives and celebrating individual uniqueness, schools can nurture environments where every student feels valued and empowered to thrive.

Feedback from participating schools resonates with the resounding success of the Diversity Conference. The overwhelming sentiment of gratitude and enthusiasm underscores the profound impact of the conference. Amidst the kaleidoscope of diverse voices and experiences, students found a sense of belonging and affirmation—an environment where their contributions were valued and celebrated. The inclusive ethos of the conference transcended rhetoric, manifesting in tangible outcomes and transformative experiences.

Due to the success of the event, the exceptional organisation by the students, and the impressive creativity and collaboration among schools, we whole-heartedly intend to organise another diversity-themed conference next year. The diversity of local and international students who participated was excellent, with a range of students with various learning needs and physical needs – all students were made to feel welcome and included, which was fantastic to see.

The Diversity Conference stands as a testament to the indomitable spirit of youth and the transformative power of collective action. As we reflect on the inaugural conference, let us reaffirm our commitment to fostering diversity and inclusion in educational discourse. By empowering student leadership, fostering collaboration, and championing inclusivity, we can forge a future where every student feels seen, heard, and valued—an educational utopia where diversity is not just celebrated but embraced as a catalyst for growth and innovation.



David Savage completed his undergraduate studies at Oxford Brookes University and graduated with a First Class BA (hons) in English Studies. David then received his PGCE from the University of Nottingham, before attaining his Qualified Teaching Status in English Language & Literature through SNITT. Before Abbey, David taught GCSE English Language & Literature at a local state school in Cambridge. He also worked as an English teacher at a private school in Thailand for seven years, where he focused on IELTS preparation and the Cambridge ESOL exams. David is also the Multicultural & Diversity Co-ordinator at Abbey, where it is his job to work with students and staff to raise cultural awareness and to celebrate diversity within Abbey and the wider community. Outside of college, David enjoys playing football, cycling, and going on long walks by the seaside. He is a qualified FA football coach and has cycled from Bangkok to Phnom Penh.



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Private schools could **save more than they realise** by utilising their assets more effectively

In the next general election, which many believe will take place later in the year, the Labour Party, if it should win, intends to end business rates relief for independent schools, apply VAT to private school fees and clamp down on any possible avoidance by parents, leaving schools with a stark choice. If these proposals are implemented, private schools may be looking for potential cost savings, especially those which will not compromise the quality or delivery of their curriculum or risk a drop in pupil numbers.

Schools may choose to absorb the cost, heavily impacting their cash flow, pass the costs onto parents, inevitably reducing pupil numbers, or reduce the number of bursary and scholarship places, which reduces opportunities for less well-off children. None of these options are ideal, and most private schools will have to make some very difficult decisions should the Government change and follow through on their pledge.

In our experience in working with the education sector at Fisher German, schools don't always utilise their property assets to generate the most income and save money, and some are paying far too much for certain outgoings. Having an asset review, they can make the best use of their property and bring in much-needed income with guidance on what private schools can do to soften the potential blow.

We have regularly seen schools overpay on business rates to the local authority without challenging the rate. If the use of a building has changed or any extensions, demolitions or alterations have been made, the rates may have changed.

Having successfully and repeatedly challenged the Valuation Office Agency's business rates demands for over 30 years, Fisher German has a proven track record in the education sector. This is underpinned by the fact that, in the last five years alone, we have saved our clients over £30m in total from asset reviews across all sectors.

In terms of best-utilising assets, many schools do not realise just how valuable their property can be. As part of an asset review, we undertook for Moulton College in Northamptonshire, we identified four buildings on the edge of the campus, no longer suitable for educational purposes which we have since let. This has in turn generated additional income to be invested back into the college.

Another way schools may be overspending is by using old-fashioned methods of powering their buildings. We have recommended certain schools install discreet solar panels to save on electricity bills, and to generate an extra source of income with carbon credits. The installation of other infrastructure such as

telecom masts in a quieter area of the school's property is another way of bolstering income.

Many decision-makers may not know where to start when it comes to identifying these opportunities on top of running a busy school, but this is where having external experts come in can help.

Fisher German has many different teams of professionals with all sorts of relevant expertise to help the education sector, including in property acquisition, business rates, rent reviews, planning, asset valuation, sustainable energy, and more.

Our expert advisors can help you with...



Development



Building consultancy



Planning consultancy



Business Rates advice



Lease advisory



Asset Valuations



Acquisition and Disposal



Property Management



Energy sustainability



GIS

We are already helping many education clients save money and find new streams of income, and with Labour's announcement in mind, it is more important than ever that private schools make the best use of what they have.

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Benefits of ISA Membership for SEND schools

- National SEND Discussion Group
- Inclusive Festival with Power2Inspire (Annual) – 18 June 2024 (Y7&8)
- Inclusive Festival of Sport (Annual) – 25 June 2024 (Y6+)
- Para races at National ISA Sport Events, including Swimming, Triathlon and Athletics
- Professional Development with SEND specific courses
- As well as all of the usual benefits, including:
 - * Network of supportive, friendly members
 - * Expert advice from HQ
 - * Annual pastoral visit from Regional Ambassador
 - * Helpful compliance visit before each inspection

If you are not a member of ISA, and would like to discuss it, please contact our Deputy CEO Peter Woodroffe at peter.woodroffe@isaschools.org.uk

SEND Acronyms

SEND Special Educational Needs and Disabilities

SENDCo Special Educational Needs and Disabilities Coordinator

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

ASD Autism Spectrum Disorder

EHCP Education, Health and Care Plan

SALT Speech and Language Therapy

SEMH Social, Emotional and Mental Health

SLCN Speech, Language and Communication Needs



EVENTS COMING UP IN 2024

TENNIS

U15 – New Hall School – 2 May
U13 – New Hall School – 3 May

TRIATHLON

U9-U18 – Ipswich High School – 8 May

GYMNASTICS

U9/U11 – Adcote School – 12 May

ULTIMATE FRISBEE

U12 – Twycross House – 15 May

EQUESTRIAN

U9-U18 – Princethorpe College
25, 26 May & 23 June

CRICKET

U13 Girls – Gosfield School – 4 June
U15 Boys – St James Boys', Ashford – 5 June
U13 Boys – St James Boys', Ashford – 6 June
U15 Girls – Gosfield School – 18 June

ATHLETICS FINALS

U9-U18 – Alexander Stadium – 17 June

INCLUSIVE FESTIVAL WITH POWER2INSPIRE

U12/U13 – Leighton Park School – 18 June

INCLUSIVE FESTIVAL OF SPORT 2024

U11+ – University of Nottingham
24 & 25 June

AREA SPORTS COORDINATORS

EAST ANGLIA

Marc Holland | Saint Pierre School

LONDON NORTH

Sophie Martin | Knightsbridge School

LONDON SOUTH

David Morgan | Weston Green School

LONDON WEST

Matthew Humphrey | Luckley House School

MIDLANDS

Sarah Dicksee | Dixie Grammar School
Neil McCollin | Princethorpe College

NORTH

Amanda Pawson | Forest Park Prep
Nick McMahon | Hipperholme Grammar

SOUTH WEST

Richard Harrison-Poole | Bournemouth Collegiate
Anna Stephens | Westonbirt School

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

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IG ISASCHOOLSPORT

ISA National Cross Country Finals

The ISA National Cross Country Finals took place on Saturday 2 March, 2024, at Worksop College. The event saw the best runners from the seven ISA areas compete across 12 challenging races. The finals were a culmination of months of training and competition for the runners, and qualifying through their area events. Podium winners were lucky enough to be presented with their medals by GB sprinter Lesley Owusu. Thank you to Worksop College and Dr John Price (Headteacher), who have been wonderful hosts to the event for the past three years. The full results of the ISA National Cross Country Finals can be found on the Squad in Touch website (<https://isacrosscountry-2023-2024.squadintouch.com>).

Students had a blast at the ISA Esports Competition!

We were delighted to have partnered with DAIGON Esports and DLD College London to offer the first Esports competition for ISA Members' schools. The event took place on Saturday 9 March 2024 and students battled it out at both Minecraft and Rocket League throughout the day. DLD College has fantastic gaming facilities, and it was a pleasure to be able to enjoy them. Check out the benefits of Esports for your students on the DAIGON website (daigonesports.com). They include; developing cognitive skills and creativity, boosting mental health, encouraging teamwork & social skills, and building transferable skills for the future.

This year the ISA Inclusive Festival of Sport will take place on June 24 & 25. Find out more information here: <https://www.isaschools.org.uk/sport/inclusive-sport/inclusive-festival-of-sport.html>



ISA U11 Football Finals

ISA | SPORT Roundup

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

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

Para Events:

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

Power2Inspire Sports Festival

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

Tuesday 18 June 2024, Leighton Park School.
Find out more details and register here:
<https://www.isaschools.org.uk/sport/inclusive-sport/inclusive-festival-with-power2inspire.html>

Inclusive Festival of Sport (Residential)

The ISA Inclusive Festival of Sport returns for 2024. Once again, this will take place at the University of Nottingham, with the support of their inclusive delivery team. For year 6+ students, this is a residential two-day festival that offers adapted sports in a non-competitive environment, including all meals and accommodation. Last year students enjoyed a variety of sporting activities including karate, climbing, wheelchair basketball, and new activities are in store for 2024.

This year the ISA Inclusive Festival of Sport will take place on June 24 & 25. Find out more information here:
<https://www.isaschools.org.uk/sport/inclusive-sport/inclusive-festival-of-sport.html>



ISA ARTS

UPCOMING COMPETITIONS

FILM & ANIMATION COMPETITION

Open Now
Deadline: 2 May

BUTTERFLY ART COMPETITION

Deadline: 16 May

SPORTS COVER DESIGN COMPETITION

Deadline: 20 June

FOR FURTHER INFORMATION AND TO SEE
MORE OPPORTUNITIES PLEASE VISIT
www.isaschools.org.uk/arts

Follow us on X and Instagram
@ISAartsUK for more updates.

X @ISAARTSUK

Instagram ISAARTSUK

During the two days of Drama Competition Held at King's High School and Luckley House School, 19 performances were showcased, bringing together over 300 pupils.

Well done to everyone who took part and for putting those brilliant pieces together. Congratulations to the winners, full list can be found on the ISA website.

Well done to everyone who took part in the ISA A Cappella Competition held at Leighton Park School, and congratulations to the winners. You can watch some of the entries on the ISA website.

In partnership with the English-Speaking Union, The ISA Public Speaking Competition Final, held at the Gonville & Caius, University of Cambridge, showcased 39 finalists delivering exceptional speeches and poems. The students wrote and performed speeches on topics like "If I had a superpower it would be" and "the most significant day of my life", covering diverse themes from feminism to language, boarding school life, autism and the power of public speaking. Well done to everyone who took part.

Results and winning entries for our Easter Egg Competition can be found on our website. Congratulations to all for submitting such creative entries.

Congratulations to everyone who took part in the Shakespeare Monologue Competition, the winners had the opportunity to perform live in the captivating Tudor setting of Mary Arden's farm in Stratford-upon-Avon on the 24 April, with the support of the Shakespeare Birthplace trust.

We were delighted to announce the results for The ISA Young Storytellers. Students were invited to write short stories based on the theme "the time machine". Winning entries will be illustrated and published in a book. You can view the winning entries on our website.



ISA Drama Competition - Cransley School (N)



ISA A Cappella Competition 2024 - Leighton Park School (LW)



ISA Easter Egg Competition First place Y3-4 - Saniya K, St Hilda's School Harpenden (LN)

For more information about all of our events, please visit our website (<https://www.isaschools.org.uk/arts.html>). If you have any questions, please contact isaarts@isaschools.org.uk

ISA Poetry Competition 2024

The ISA Poetry Competition themed around "I hope" received an overwhelming response, with over 500 entries showing diverse perspectives and ideas on the theme. After careful deliberation,

congratulations to the winning entries. Below is the first placed entry for the Year 10-13 category.

'I Hope...'

BY IRIS H, NEW HALL SCHOOL, CHELMSFORD
FIRST PLACE OF THE YEAR 10-13 CATEGORY IN THE ISA POETRY COMPETITION 2023-2024

I hope that one day I will be happy again.

Light welcomed me in, with its lustrous and luminous eyes,
Light greeted me, like a warm and cordial surprise,
Light embraced me, lifted me up when I felt down,
Light appreciated me, made me forget how to frown,
Light made me happy, I would try not to boast,

Light turned its back on me, when I needed it most...

Light suffocated me, I felt nothing but pain,
Light belittled me, do I even have a name?
Light mocked me, my life felt unjust,
Light tricked me, now who can I trust?

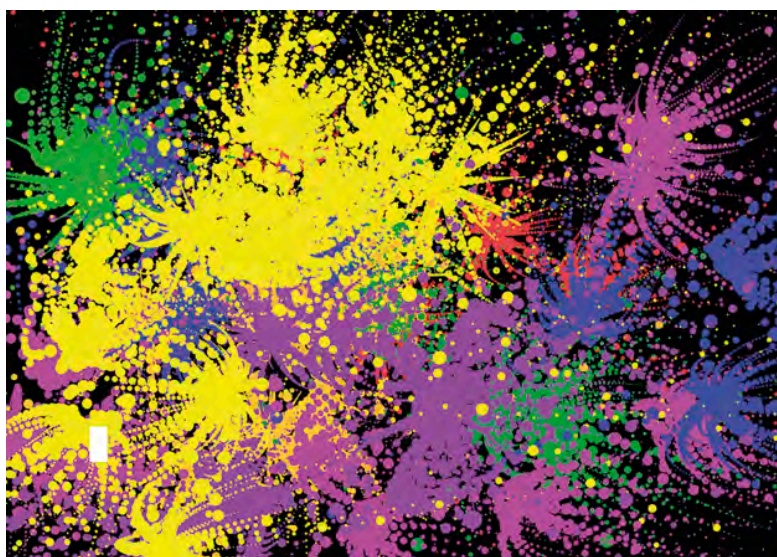
Light introduced me to darkness, my new best friend,
I can't be myself, I have to pretend,
I constantly feel betrayed, angry and confused,
It feels as though I have been used,

I hope one day I will be happy again,
I hope one day I forget the then,
I hope one day I will find a brighter light,
I hope one day becomes tonight,

It seems those days are finally here...

It must have been my hope that made the darkness disappear.

Congratulations to the winners of the ISA Digital Art Competition, visit our website for full results and artwork.



First Place EYFS, Thea S, Snaresbrook Preparatory School (LN)

Keep an eye on our website for the 2024-2025 ISA National Arts Calendar. For the latest updates about our competitions and events please register on our website and sign up to the Arts mailing list.

ISA | Awards

The 2024 Awards are now open for submissions. The deadline for entries is Monday 29 July 2024.

Only schools with a Head in ISA Membership are eligible to enter. We welcome entries from all ISA Members and are happy to receive entries from previous winners and shortlisted schools. Schools may enter up to four award categories. Highly commended entries will be announced in September and will receive a certificate and logo to use for their marketing purposes.

Our three finalists per award will also be announced in September. The winners are announced at our Awards Ceremony, which is held at the Autumn Study Conference in November. Recent years have welcomed a record number of entries, as our growing Association continues to be a celebration of brilliant independent schools who ignite minds and inspire futures. Categories reflect the breadth of provision in ISA Members' schools. Find out more about getting involved at isaschools.org.uk/awards.html

ISA Awards winners embody excellence and innovation. These schools are recognised for their commitment to nurturing young minds, fostering creativity and inspiring the changemakers of tomorrow. There are opportunities to sponsor our 2024 Awards. Please contact courses@isaschools.org.uk for more information.

ISA Awards 2023 Winners

ISA Award for Excellence and Innovation in Early Years

Gosfield School

ISA Junior School of the Year Award

Finborough School

ISA Senior School of the Year Award

Leighton Park School

ISA SEND School of the Year Award

LVS Hassocks

ISA Boarding School of the Year Award (New for 2023)

TASIS England

ISA Award for Outstanding Sport (Small School)

Brooke House College

ISA Award for Outstanding Sport (Large School)

Alley Court Preparatory School

ISA Award for Excellence and Innovation in Performing Arts

Claremont Senior School

ISA Award for Excellence and Innovation in Art and Design

Eaton Square Prep School

ISA Award for Outstanding Engagement in the Community

Claire's Court Schools

ISA Award for Future Readiness (New for 2023)

King's High School, Warwick

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

Chelsea Hall School

ISA Award for Excellence and Innovation in Mental Health and Wellbeing

Colchester Prep and High School

ISA Award for Excellence in Sustainability

Holme Grange School

ISA Award for Innovation in Independent Education

Maple Hayes Hall School

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