

BULLETIN



THE BOARDING SCHOOLS' ASSOCIATION ISSUE 53 – NOVEMBER 09

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OFSTED BOARDING WELFARE INSPECTION CHARGES



At the time of writing we expect formal notification of changes in the charges for an Ofsted boarding welfare inspection.

In recent months – and even years – boarding schools have complained that the charges were disproportionate to the service provided. The Review on Safeguarding by Sir Roger Singleton in March drew

attention to the fact that Ofsted had taken over boarding inspections from the Commission for Social Care Inspections (CSCI) but had abandoned CSCI's previous service of offering advice to schools as well as inspecting them. It seemed unreasonable that charges should remain the same for what was actually a reduced service.

BSA raised complaints, SBSA raised complaints, an Executive Committee member raised, on behalf of his school, a Freedom of Information query about how the charges were calculated. We know that some schools even withheld payments to register their concern about such high charges for such a reduced service. Thank you for all the action – and inaction –

which contributed to the debate in high places about reasonable charges.

By the time this Bulletin reaches schools, the new figures for 2009 – 10 should be in the public domain. We are quietly confident schools will be pleased.

Hilary Moriarty
National Director

AND THE WINNER IS...

Congratulations to all the boarding schools which featured in the recent 6th Annual Tatler Schools' Awards 2009.

A glamorous evening at Claridge's on 14 September saw awards as follows:

- **Public School of the Year:** Westminster School, London
- **Best Prep School of the Year:** Aysgarth School, North Yorkshire
- **Best Headmaster of a Public School:** Mark Turner, Abingdon School, Abingdon, Oxfordshire
- **Best School Food:** Cottesmore School, West Sussex
- **Best Headmistress of a Public School:** Jan Scarrow, Badminton School, Bristol (pictured right)

continued on p2



Mrs Jan Scarrow...with trophy



Mark Turner, Headmaster at Abingdon School



Aysgarth School



Austin Morris, Chef Manager at Cottesmore School

AND THE WINNER IS. ...

continued from p1

Mark Turner, at Abingdon School, said, 'I am delighted to accept the prestigious award from Tatler on behalf of all the boys and staff at Abingdon School. Credit must go to the whole Abingdon community who work tirelessly for the good of the school.'

Also nominated in the Best Headmaster category were John Lever of Canford, Charles Bush of Oundle and Ralph Townsend of Winchester College. Well done to all of them.

Jan Scarrow, Headmistress of Badminton School, said, 'I am absolutely delighted to be voted

as Best Headmistress of a Public School, it is a real honour and was really unexpected. In my role as Vice Chairman of the Boarding Schools' Association, I meet a lot of educationalists from around the UK. We discuss ideas and share good practice and are really looking to stretch the boundaries to deliver first class education to students not only from the UK but from all around the world.'

Aysgarth School, winner of the 'Best Prep School' award, is the single boys-only boarding school left in the North of England, and declares that its strength lies in

its focus on its original aims – to prepare boys to go on to public schools all over the country such as Harrow and Eton and to concentrate on providing an environment where boys can flourish. Headmaster Anthony Goddard, said, 'We are truly delighted to have been given this award. It pays tribute to all the dedicated members of staff who make the school so special.'

Cottesmore School has been awarded the "Best School Food 2009" prize. 'I am enormously proud,' said Mr Tom Rogerson, the Headmaster of the independent school. 'Austin Morris has been the Chef Manager at Cottesmore for the last twenty years. He is delighted with the accolade that

places his food above that prepared by many of the top public schools in the country. But what is their secret recipe for success? Well, according to Austin it is three-pronged! They have regular meal committee meetings with the children, the meals are always nutritionally balanced and they have a number of school specialities - foremost of which is Cornflake Syrup Cake.'

With 5 of the 6 school or Head awards going to boarding schools, BSA is delighted to congratulate them and their staff upon such resounding success.

Hilary Moriarty
National Director

CRBS for Gaps 2010 – Apply Now

BSA is deeply indebted to Peter Swift, a Deputy Director at the DCSF, for his help in finding the solution to boarding schools' very own Catch 22: Gap assistants may not start in boarding at all unless they have CRB clearance, and you could not get a CRB until they were in the country.

While it seems that CSCI inspectors of boarding were at least pragmatic about the difficulty, Ofsted very clear that National Minimum Standard 38 says no one may work in boarding unless they have a CRB 'with satisfactory outcome.' Indeed, there have been cases of boarding schools being judged 'Inadequate on keeping children safe specifically because a Gap Assistant started work last January without the clearance being received.

BSA raised this recently with the DCSF, pointing out that rigid application of this rule was likely to result in the collapse of the Gap market completely – for what could schools do with these young people before the CRB clearance arrived? Place them in hotels, with nothing to do, for perhaps 6 weeks? We were delighted to receive the following response from Peter Swift, an indication that a modicum of common sense had been applied to the problem.

The bad news is that you still need the CRB clearance before the Gap Assistant starts. This is non-negotiable. The good news is that you can apply for their clearance before they arrive.

Here is Peter's email:

It is possible for a Registered Body to submit an application while the applicant is still overseas. However the Registered Body will need to have assurances of the applicant's identity. Where the applicant is being appointed as part of an exchange programme, for example a school in the UK recruiting an assistant from a school abroad, the UK Registered Body may be able to do this if it is able to rely on its partner abroad confirming the applicant's identity. This might be as part of other checks being made in partnership with the institution abroad, such as taking up references etc. Being

able to submit the application before the applicant arrives in the UK may help to avoid delays in the applicant taking up duties on arrival. Employers (which may be the Registered Body) may also wish to undertake their own identity checks when an individual commences employment or a placement.

CRB gave confirmed that they will be including these words on the FAQ section of their webpage that deals with handling applications from applicants who are coming from overseas.

In later emails, Peter confirmed that the information is on the CRB website – see <http://www.crb.gov.uk/faqs/overseas.aspx>

A school raised a further question about the NI number. Here is Peter's response:

He had been told that the NI number is a mandatory field, and you can't get an NI number until you arrive in the UK. The answer: it isn't a mandatory field.

And after further consulting with CRB about addresses for the applicant:

As I suspect, it was another misunderstanding and, I think, similar in nature to the one about the NI number.

CRB's advice is that their guidance does indeed say that when conducting a check of identity, evidence to confirm address should be sought, but it does not require this to be a UK address. The exact wording of the guidance is:



Gap Seminar - September 2009

You must see at least one document to confirm the applicant's current address as recorded in Section A. Only place a cross (x) in Section X15 if you have seen two documents.

The guidance does state where a document can only be a "UK" document but this is in the main due to the fact that the document is UK specific eg a P60/45.

BRING IN THE BRITS?

In our first Gap Assistant and Language Assistants' Seminar Day in London in September, there were more participants who were indigenous British young people than we have seen hitherto. Most were new graduates, doing a year in a boarding school immediately after university. Some will go on to train as teachers; others will just use a year with good accommodation and all-found to pay off some of their student debt.

If schools are defeated by the process of bringing in overseas Gap Assistants for January 2010, it may be worth contacting the education or careers departments of your local university.

UKBA 4U

Are you ready for SMS and the efficient dispatch of all your CAS? If not, read on.

CAS TRIAL

The 'Go Live! Date for Tier 4 Phase 3 In-Country CAS Trial (UK only) was 5 October 2009. No doubt schools which are Tier 4 Sponsors held a small celebration. Upon this date, the Sponsorship Management System (SMS) became available to issue the Confirmations of Acceptance for Studies (CAS).

As you may have read in 'All Points', the news bulletin for Tier 4 Sponsors from UKBA in September, this is a trial period, which allows sponsors to continue using Visa Letters whilst gradually adopting use of the SMS to issue CAS, prior to CAS becoming **mandatory in February 2010**.

So what does it mean?

1. From October 5 2009 – February 2010, Sponsors (that's schools) will be able to issue CAS, Visa Letters, or a combination of both to **prospective students applying from within the UK**.
2. **Prospective students applying from outside of the UK will continue to be required to apply with a Visa Letter until February 2010.**
3. Schools will be able to use the SMS to issue CAS to students applying to switch or extend courses from within UK; report on student attendance

(mandatory if the student has used a CAS in a visa application); use the Bulk Data Transfer (BDT) functionality, developed specifically for Tier 4 Sponsors to import and export batches of information to and from the SMS.

LEVEL 1 USERS

Not surprisingly, UKBA is keen for sponsors to have in place the organisational structure to support the issue of electronic CAS.

In particular, be ready with your Level 1 and Level 2 Users **as soon as possible**.

Level 1 Users are staff within schools who have the highest level of access to the Sponsorship Management System (SMS).

Level 1 Users are capable of requesting additional Level 1 Users, or adding new Level 2 Users. Your schools would have had a Level 1 User in place when sponsorship was granted.

UKBA needs time to process applications for Level 1 Users, so they recommend that you submit your applications as soon as possible. Please!

More information on Level 1 and 2 Users and the SMS can be found on the UK Border Agency website:
<http://www.ukba.homeoffice.gov.uk>

Remember : From February 2010, using the SMS to issue CAS becomes mandatory. Gearing up your Level 1 Users ahead of February must be a good idea. ASAP.

Representatives from schools have tested the SMS during the User Acceptance Testing (UAT) phase and their feedback on its functionality has been generally very positive. One tester said, 'Provided you have your information prior to use then the process is very straightforward.'

JET PROPELLED

The latest edition of 'All Points' has a piece about the Joint Education Taskforce, (JET) 'composed of representatives

from across the education sector and government.' Matthew Burgess, Deputy Chief Executive of the ISC, and I, representing BSA, have been active and vocal in the JET deliberations. We have also been instrumental in ironing out glitches which occurred at the end of the holiday and start of term as the new system came into force for international students coming to our schools. Personal contact with key people at UKBA has been very useful. Please continue to keep us informed if your school or international pupils have particular problems. We will help if we can.

HM

UKBA

CUSTOMER SERVICE AND SUPPORT

There are several lines of communication that are available to Tier 4 Sponsors.

1. Sponsorship - General Enquiries (Sheffield Contact Centre)

General enquiries, SMS issues, User IDs and passwords, confirmation of receipt of payments and ongoing application queries – for educational institutions, employers and existing Sponsors.

sponsorshipPBsenquiries@ukba.gsi.gov.uk

2. Tier 4 Enquiries

External queries from stakeholders regarding the development of the Tier 4 scheme.

Tier4Enquiries@homeoffice.gsi.gov.uk

3. Student Systems and Control Team (SSCT)

External e-mail box to which educational institutions report migrant non-enrolment, non-attendance and change of circumstances. Currently used for Tier 4 and legacy student routes. In addition it is also used by students themselves to notify UKBA of change of circumstances and request "permission to study" letters

migrantreporting@ukba.gsi.gov.uk

BSA SURVEY OF GAPS 2009

This Term, schools have been getting to grips with changes in Visa regulations for Gap Assistants arriving in January 2010.

- The old Gap Year Entry Visa is gone
- Over 18s may come from the 4 countries (Australia, Canada, Japan and New Zealand) with reciprocal arrangements with Britain under the Youth Mobility Scheme (YMS)
- YMS is a visa giving 2 years of availability
- If a young person takes only one of those years, he or she loses the entitlement to the second year – they are not divisible
- Some young people will come as Voluntary Workers in a Charity, but they may not be paid. The National Minimum Wage Act forbids paying volunteers.

BSA believed that the loss of the Gap Year Entry Visa would mean fewer young people applying to be Gap Assistants in boarding schools. When we raised this with UKBA, we were asked for the numbers to prove our case: how many Gap Assistants in our schools in 2009? Would there be fewer in 2010?

SURVEY

BSA is grateful to Larner Bernard at the ISC for conducting the initial research into numbers of Gap Assistants in our schools in 2009. She will survey schools again in January/February 2010. With

hard information about the impact of the new regs, we will approach UKBA again.

Our thanks to the 262 schools which completed the survey in the busy summer term. We very much hope that even more schools will participate in the next round. We should then be able to produce both raw figures and 'like for like' recording any changes in the initial 262 schools.

SO WHAT DID WE FIND?

For Gap Year Entry Visas

- 63% were Australian
- 18% from New Zealand
- 12% from South Africa.

Unless South Africans hold another type of passport or visa, they will not be eligible as Gap entrants in 2010 because YMS does not extend to South African passport-holders.

5% were from Japan, and only 1% from Canada, 2 of the 4 countries with reciprocal



Coffee Break at the Gap Seminar - September 2009



Gap Seminar - September 2009

arrangements in the new YMS.

UNDER 17S

Just under a fifth of the 2009 Gap Visa holders were 17. They would not be eligible for a new YMS visa, for which the holder must be 18.

17 year olds may come in future as Voluntary Workers in a Charity. In boarding schools completing the 2009 survey, there were 227 Gap Year Entry people, but only 6 voluntary workers. It will be interesting

to see if this number grows significantly in 2010.

THANK YOU

Thank you again to those schools which found the time and space to complete the first survey. Please look out for the next one. We very much hope to strengthen our case for asking for change in 2011.

HM

JANUARY 2010 – One Day Induction Training for Gap Assistants

BIRMINGHAM – Monday, 25 January 2010
BRISTOL – Friday, 22 January 2010
LEEDS – Tuesday, 26 January 2010
LONDON – Monday, 11 January 2010

LONDON – Tuesday, 12 January 2010
LONDON – Wednesday, 13 January 2010
LONDON – Tuesday, 19 January 2010
LONDON – Wednesday, 20 January 2010

Please see website www.boarding.org.uk for application forms

Where are the LA children?

Some Heads of schools which happily volunteered to be part of the Boarding Pathfinder scheme have expressed considerable irritation at the apparent lack of action on the part of their LA.

WHY THE SILENCE?

If nothing seems to be happening – no phone calls, no approaches, nothing – there are no doubt several reasons, which may include:

- Your school is in an LA which is not one of the 28 (see box)
- Other LAs which you believe to be within easy reach worry about supervision and funding and do not want to send a child across an LA border
- The Director of Education believed in the scheme, but has not spread the word, or convinced colleagues lower down
- LAs have been through internal turmoil while they amalgamate Education and Social Work departments into Children's Services
- Whatever it costs, boarding may rescue a child from descent into an even more expensive solution, such as fostering or a care home
- But if all LA money is used up doing urgent rescue work for those who have fallen furthest, they may not be able to see any cash at all for preventative work like this

- Changing that philosophy is a bit like persuading the Health Service to introduce screening – it's expensive to start but it saves thousands later. Even so, you still need the start up funding.
- DCSF has given joining LAs 'pump priming' cash of £10,000, not to support any placement, but to help the LA begin to embed boarding in their systems for children.

SOLUTIONS

We can only recommend a proactive approach from schools.

- Contact your LA and invite whoever will come – preferably a senior person in Children's Services plus at least one front line worker – to your school, to meet you, Housemasters or Housemistresses, most of all children.
- Once you know them, stay in touch. Send them copies of your latest Ofsted report on boarding welfare, and your ISI or Ofsted report on educational standards.
- Send invitations to plays, concerts, matches, Carol Concerts and Services, Speech Day. Keep on their radar – send clippings from local press on your pupils' successes – sport, music, drama, Young Enterprise, national poetry competitions.
- If they accept the invitation, look after them – don't let them wander in and be ignored. They are, in effect, like prospective parents, with the most deserving children

in your vicinity. If you want them, court them.

- You may need a senior member of staff who takes all this on board, but the very existence of an 'LA Liaison Officer' would be hugely encouraging for LAs – 'Here's the person, here is their mobile number, someone who can see me fast if I have a critical situation, make a decision, help when I need it.'
- The LA Liaison person should be very well informed about how you cope with a child in trauma – what counselling and supporting structures do you have, do they cost extra, do you offer any support in the holidays, what about school trips, what is your diversity profile, are all your children 'posh', how many boarders are actually in at weekends? Do they all go off shopping when the coming child may have little or no money?

HOST A CONFERENCE

- One school has hosted a free conference day for LAs to come to the school and hear from some of their students already supported by charities and therefore in circumstances not very different from those LAs might encounter. For details of how it worked, contact The Royal Alexandra and Albert School, Reigate.

At the SBSA Conference in January, Her Royal Highness the Princess Royal, Patron of the Royal Wanstead Children's Foundation, praised the charity for what it enabled schools to do. The Boarding Placements for Vulnerable Children scheme, as it is now called, should enable far more young lives to be changed. But after 3 years, we can only think that if schools want this to work, they themselves may have to be more active. LAs need to

know who you are, where you are, what you can do and how much it will cost them.

They may not come to you as we would all wish. But they may be very pleased indeed if you can get to them.

HM

Boarding Pathfinder Local Authorities

*Barking and Dagenham
Bexley
Bracknell Forest
Bromley
Buckinghamshire
Cambridgeshire
Cumbria
Devon
Dudley
Essex
Hertfordshire
Hillingdon
Kensington and Chelsea
Norfolk
North Lincs
Northumberland
Oxfordshire
Peterborough
Somerset
Southwark
Suffolk
Surrey
Waltham Forest
Wandsworth
West Sussex
Westminster
Wolverhampton
York*

PROFESSIONAL DEVELOPMENT UPDATE

Overview of the CPD and Training Programme for 2009/2010

See main Seminar Programme leaflet and BSA website for full details of the various seminars and workshops.

GENERAL CPD

- **Essentials of Boarding:**
3rd November 2009
- **Better Boarding provision - the Governor's Role:**
13th October 2009 & 2nd July 2010
- **Child Protection**
 - For Senior Staff:
10th November 2009
 - General:
3rd March & 16th June 2010
- **Legal Issues Affecting Boarders' Welfare:**
20th November 2009

CPD FOR NURSING STAFF

- **The Essentials of Being a School Nurse'' - Thursday 12th November 2009**
- **Assessment and Diagnostic Skills & Minor Illnesses and Injuries - 2nd February 2010**
- **School Nurses and Legal Issues & Administration and Storage of Medicines: 23rd April 2010**

Prep School CPD

- **The 11-13 Transition:**
17th November 2009
- **Prep School Boarding Issues:**
8th June 2010

Medical Matters for non Nursing Staff

29th January, Central London
A workshop covering

- Working safely
- Administration & Storage of Medicines
- Minor Injuries & Illness

GAP & LANGUAGE ASSISTANT TRAINING

- 11th, 12th, 13th, 19th 20th, 22nd, 25th & 26th January 2010
- See separate flyer for locations/venues.

Essential induction training for your new gap staff

PASTORAL CARE & BOARDING WELFARE CPD

- eSafety & Cyber Bullying:
3rd December 2009
- Meeting the Needs of Overseas
Boarders:
10th February &
23rd June(TBC) 2010
- Developing Involvement &
Responsibility & Initiative in
Boarders:
29th June 2010

BOARDING MANAGEMENT CPD

- Introduction to Boarding Management:
6th November 2009
- Preparing for a Boarding Inspection:
1st December 2009 &
19th March 2010
- Effective Relationships &
Communication with Parents:
13th May 2010
- Drugs & Alcohol - Managing the Risk:
18th May 2010



ADDITIONAL DAY CONFERENCE

"Promoting Mental Health in Boarders" - Tuesday 12th January 2010 at the De Vere Holborn Bars, London. Dr Michael Carr-Gregg, who proved such a big hit at the BSA Heads' Conference in May, will consider, in this specially arranged one day conference on Emotional Wellbeing, the Developmental Psychology of Adolescence and address Mental Health problems in students. A conference flyer has been circulated - book now for what promises to be a highly informative and engaging seminar. Cost £150.

For more details contact BSA.

Publication of New Boarding Briefing Paper: No 24.
Title "eSafety" by Karl Hopwood, eSafety Consultant and presenter on
BSA Courses and Seminars.

A copy has been sent to each member school. Further copies are available to download as a PDF from the BSA website.

IS YOUR SCHOOL DUE AN OFSTED BOARDING INSPECTION?

ADDITIONAL DATE ADDED DUE TO DEMAND

BSA is running a further two workshops to help schools prepare for the new OfSTED boarding inspection. Held on Tuesday 1st December 2009 and Friday 19th March 2010 both in London, these workshops will set out the new Every Child Matters framework, relate this to the existing NMS and help delegates understand how they should prepare their School Self Evaluations. In the afternoon we will look at how best to manage the OfSTED visit, the Grading System, and identify lessons from recent inspections.

This workshop will be run by Alex Thomson, the BSA Director of Training, supported by Dale Wilkins, Deputy Head, Old Swinford Hospital School and a BSA Tutor.

Unable to attend one of these workshops OR in need of more individually focussed training? Read on:

If your school wishes to arrange a bespoke INSET to help you prepare for an OfSTED Inspection, then BSA can come to your school to deliver tailored workshops to meet your needs and timetable. Please get in touch with the BSA Director of Training via email: training@boarding.org.uk if you are interested in arranging such training.

MEETING YOUR CPD & STAFF TRAINING NEEDS

So you have seen the BSA Day Seminar programme, but cannot find the subject or topic that you need for yourself or your staff? If this is the case, please contact the BSA Director of Training and discuss the possibility of either a single school focused workshop or one open to your neighbouring boarding schools.

Email: training@boarding.org.uk

ADVANCE NOTICE!

Easter Residential Course: 13 - 15th April 2010 at Dauntsey's School, Wiltshire.
The focus for the forthcoming residential course is 'Promoting Pastoral Care'. See separate flyer; remember this is always a popular event and places are limited so apply now!!

How effective is your support for your school nursing staff?

It is not just OfSTED that are identifying schools where their medical staff are one or all of the following:

- isolated
- poorly supervised
- lack CPD opportunities or
- not fully utilised.

The evidence of recent OfSTED inspections is backed up by comment from medical staff who often can feel that they are not fully integrated into the school pastoral care system or are an under used/utilised resource.

To help schools get the most out of their medical staff and help those staff take a wider role within the school, Kathy Compton, the BSA Nurse Adviser, has now enhanced the CPD opportunities available through the BSA training programme to include:

- a new Induction Workshop for newly appointed nursing staff, entitled "The Essentials of being a School Nurse".
- Separate Study days on topics such as:
 - Assessment and Diagnostic Skills & Minor Illnesses and Injuries
 - School Nurses and Legal Issues & Administration and Storage of Medicines.

See earlier in the Professional Development Update for dates/locations.

In addition there is the Nursing Issues module of the BSA certificate Course. The next course commences in October 2010.

So whether it is OfSTED pointing out a shortcoming in your staff CPD provision, or a member of the nursing staff telling you that they are being 'neglected'(!), BSA would recommend that you start your longer term professional development for these key medical staff NOW!

SECRET MESSAGE

FOR THE EYES OF YOUR MATRONS AND MEDICAL STAFF ONLY!

The 2010 Matrons & Medical Staff conference is being held at the Britannia Hotel in Coventry from the 12th to 14th July 2010.

Details of the programme will be available early in the New Year - but why wait! You know that it will be a super event - book now!

This issue of the bulletin is enriched by a substantial article from a colleague at Knox Grammar School in New South Wales, Australia.

At a time when many schools are turning their attention to marketing in a credit-crunched world, Martin Gooding, Director of Marketing and Development at Knox, offers heartening and encouraging words about how to change a school's boarding culture for the better and see immediate improvements both in enrolments and in relationships with parents and pupils.

It is refreshing to hear of a school addressing marketing issues by asking, 'How could we be better? Are we fit for modern boarding? Are we offering what the customers – many and various – really want?' rather than just looking for a different market, perhaps in a country it hasn't yet 'tapped', and continuing to offer exactly what it always has.

The major investment of which Martin writes probably helped a great deal, but by no means all his ideas depend on cash. I am sure you will find his article makes interesting reading.

*Hilary Moriarty
National Director*

Change and Growth:

21st century boarding in an Australian context

What do you do when the demographics are not promising? What do you do when the financial picture of one of your traditional markets takes on a grey or blue period?

Historically, boarding in Australia has a quite different tradition to that in UK; the strong concentration of population in the cities, together with the relative lack of independent schools in the country, has meant that boarding has been to a large degree a function of the tyranny of distance, rather than of choice. The concentration of schools in cities has meant that many independent and almost all state schools do not offer boarding. State schools in the country do not offer boarding.

As in UK, boarding in Australia has declined, a result of shifting demographic patterns in rural and regional areas—there are fewer people on farms, and farm incomes have declined. Many provincial cities and large towns had also up till recently declined in population, as fewer workers, professional services and less infrastructure were required to support the local region. A few have flourished as others have diminished, by serving larger areas, and thereby achieving a size sufficient to support a local economy.

Knox itself has had boarding since its inception in 1924—



Boarders by the Bridge

very young by UK standards—in a leafy suburb of Sydney, north of the harbour [no harbour bridge then], founded by a group of men committed to a liberal education and the Christian values of the [then] Presbyterian Church. Of its initial enrolment of 28 it had 6 boarders, including boys from Sydney, rural NSW and from overseas.

So, what do you do?

If you are Knox Grammar School you build a \$15million purpose built boarding facility and change the culture of boarding. You change your boarding programmes, your staffing, your weekly routines, and your boarders, whilst retaining the traditional mix of boarders.

Above all, you develop a boarding predicated upon the growth and development of each boarder; recognition of

the differing circumstances of boarder families and being responsive to them; enhancing personal and social development as well as the academic enhancement sought by all. In essence you make boarding a positive choice, not simply a function of distance, to make boarding a privilege not (only) a necessity.

Our research, together with discussions both in Australia and in UK with Hilary Moriarty of the Boarding Schools Association (UK) revealed similar statistics regarding the state of boarding numbers, but also revealed some schools in which boarding was flourishing, and a variety of responses by schools to the demographics.

With the much appreciated

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Change and Growth:

continued from p7

cooperation of the BSA and schools from Scotland to Sussex, the Headmaster Mr John Weeks and his wife Denise, accompanied by myself and my wife Joanna, visited several of these schools in January 2009. We selected a mix of single sex and coeducational schools, and schools with varying percentages of boarders, from 100% to approximately 20%. These schools went to extraordinary lengths to accommodate our questions, our poking onto corners, and so on. Access was virtually unrestricted, and colleagues were open, frank in discussing issues surrounding boarding and genuinely interested in helping us develop 21st century boarding at Knox. We met dedicated and exciting people who loved the work they did and made a boarder's life a busy, happy and rewarding one. The students we met spoke warmly and appreciatively about the experiences they had.

Certainly the tour, the visits, both confirmed Knox's intentions and gave greater clarity to the way ahead. Major findings included

- Above all, boarding was seen as a positive choice, for a variety of reasons to do with lifestyle, focus of students, facilities and programmes. Boarding was marketed as a positive, and seen as a positive, even by day students and parents of day students. There was none of the boarding/bad parent idea which sometimes crops up in Australia.

- As a consequence, there were many reasons for boarding, [e.g., distance / single sex preference/ busy working lives of parents/ last two years of schooling etc] with schools accommodating widely varying percentages of both local and overseas students. The structure of boarding and communication with parents was flexible, taking into account the circumstances of both students and parents.
- The staffing model in all schools acted to maximise contact with few staff- for example the BHM typically did 3-4 days duty per week, and most weekends. This is very different to Australian schools. This was very intense, and assisted by different award/statutory requirements re hours of duty to those in Australia. The BHM therefore was more intimately responsible for the
- The position of House Matron, in several guises, was at its best the first point of contact for the students, with the Matron getting to know them well and assisting them in independent living and day-to-day tasks and routines. Further, the Matron was part of the welfare team, contacting the parents frequently, and assisting the BHM in administration, such as linking to maintenance staff and travel arrangements. This was a vital role, one we did not have.
- Facilities ranged from very modern purpose-built to old adaptive, but what characterised the successful schools were the programmes they ran for boarders and the staffing model. Programmes were "whole of life" as well as sporting/ cultural/ special interest. Whole school programmes and boarder

welfare of the boarders, the running of the house / administration, and contact with parents, than in Australia.

programmes were fully integrated, and at times the day school routine had to fit in with the boarder routine, meaning day students got home quite late.

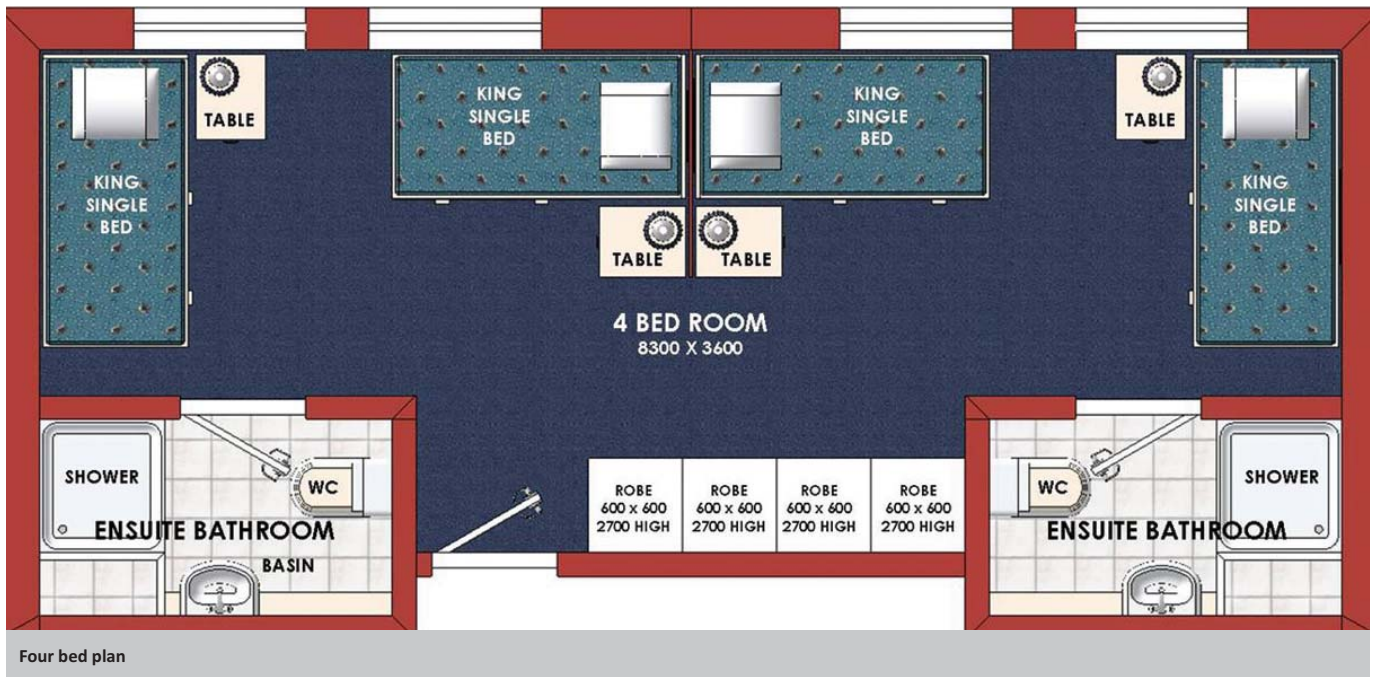
For Knox, this meant a change in culture and structure, a change which was to produce 21st century boarding at Knox. It was not that we were not doing much of this, but not in such a holistic and integrated fashion. The timing was apposite, given that new purpose built accommodation was due to begin, with a finish time of mid-2010.

Several streams had to coincide, producing and then marketing a model wherein the student and the parents were the starting points for everything we did, from programmes to staffing to the physical layout and facilities of the building itself, the major elements of which are as follows:

- A different and differentiated view of who boarding was for



Knox Grammar School



Four bed plan

emerged- it included [horizontally if you like] rural and regional boarders from far away, boarders from provincial cities, boarders from Sydney and boarders from overseas; and [vertically], those entering in year 7, those in year 9 or 10 (often from overseas), and those entering in year 11 for their final two years of secondary schooling [from a wide variety of sources, but many from Sydney].

- Developing sequential programmes which addressed “whole of life” issues such as life skills, relational skills and developmental concerns, as well as programmes which took advantage of the School’s location within 25 minutes of fantastic waterways and beaches, and the business and cultural heart of Sydney and also Sydney’s tourist attractions. Etiquette and cooking for younger boarders; learn to drive, Barista and Responsible Serving of Alcohol for older boarders; water safety and surf lifesaving; sailing; group

subscriptions to the theatre and music companies; all to be part of the programme. Overseas boarders would get an Australian experience, rural boarders a city experience, all would experience growing up together.

- Boarders would be housed horizontally, as opposed to the predominant UK vertical custom, but many aspects of the programme would be vertical; for example, the year 7 boarders recently spent a week camping with their year 10 boarder mentors, doing, among other activities, abseiling, mountain biking and orienteering. Our strong community service and social justice programmes are also vertically based, involving groups in Papua and New Guinea and Australia as examples.
- Changes to the school day, and routines, allow us now to integrate other school programmes in music, drama, art, sport, culture and special interests and for school facilities, previously closed at night, to remain open for boarders, not just the swimming pool and oval, but the art, drama and music studios, the technical and engineering rooms, forming an integrated tutorial system enhanced by teachers in those areas.
- Revisiting the design of the new facility, to take into account all of the above. Rooms accommodate maximum of 4 boys, with most in 2 bed or single bed rooms. There are en-suites for every two boys in shared rooms, and all single rooms have en-suites. The rooms can be reconfigured depending on population. There are no dormitories, no communal “homework rooms”, no communal shower or toilet facilities. Boarders work in their rooms, or gather in seminar rooms, assisted by visiting tutors and teachers.
- Accommodation for Heads of House allows access on two levels. The 24 hour Clinic is internal, as are all relaxation rooms, kitchenettes and storage rooms. There are

administration rooms for the Heads of House and parent rooms for visitors.

- Current staff needed to be engaged, and to decide whether they would be involved. This required a genuine re-structure, loss of some positions and quite marked changes to those positions which remained. For example, BHMs would become Heads of House, but now on duty 4 nights per week, rather than one. Four Residents, who did one night duty per week, would become one or two at the most.
- Hence, the unrolling of the programmes and structures needed to be coordinated, and involve opportunities for discussion and training. Not all current staff can be involved, and some should not be involved, as they would not be able to fulfil the enhanced/ changed roles envisaged. The positions were advertised nationally, and non-teachers invited to apply.

continued on p10

Change and Growth:

continued from p9

- Creation of two completely new positions, that of Night Manager and that of House Manager (a variation on Matron). The Night Manager will be on duty from lights out till getting up time, thus relieving the Head of House from that duty. The House Manager will do a split shift, early morning till mid-morning, covering getting the boys up, off to breakfast then off to school, House administration, and then back in the afternoon to greet them, get them off to sport if needs be, then off to dinner where the HoH will take over. This also allows the school to comply with statutory requirements of the relevant industrial instrument in regards to hours of continuous duty, which are quite stringent. I understand that similar requirements are under discussion in the UK.
- Together the NM and HM take significant pressure off the HoH and Assistant HoH, meaning that in the peak programme, study and relaxation time from dinner to lights out there can be several people on duty, such as both HoH and AHoH, and tutors. They can all interact with external people delivering programmes, when required. This will also apply on weekends.
- Telling the story – how to get the story, the details, the reasons for the changes and the effect of the changes “out there”, so that all the traditional sources of boarders, and the new sources such as our own day boys, fully understand the benefits and become fully supportive and engaged. This has been a

major thrust in 2009, with new flyers and advertisements being designed and placed in newspapers and magazines; these focusing on key value-laden words, rather than factual information. Words such as “Advantage”, associated with boarding only in the final two years, “Responsive, Flexible and Secure” and “Confidence and Independence”. Some very new placements, such as the in-flight magazine for our intrastate /regional airlines, have been utilised.

- In addition, we have gone on the road, if you like; to our regular community events such as dinners in regional NSW we have added the opportunity to meet either myself or the Dean of Boarding in towns across New South Wales, or even in the homes of those who can't get into town. . Sitting down to dinner on a drought –affected property 50 kilometres from

the nearest town, and 700 kilometres from Sydney is a salutary experience (so is dodging the kangaroos on the way back into town!), but of more importance is listening to the educational concerns these parents have for their children; even better is being able to assist through a re-structuring of our scholarship fund to provide more scholarships for regional and isolated parents.

- Overseas , increased presence in the form of cultural and community functions – our old boy and past parent community in Hong Kong, for example, is very large, and many boys from Hong Kong board here.
- We have formed several “arms” of our Boarder Parents' Association, to work with the different sectors as well as a whole.

Knox's answer was to commit, change and build. Have we done the right thing?

Unequivocally, yes. We have had an increase in enquiries from both rural and overseas parents, and increased

enrolment in all areas. People are establishing a relationship with us earlier than usual, and wanting to be part of the community at the time of enquiry rather than arrival. There has been an impact on the rest of the school, with day boys and their parents wanting to be part of boarder programmes, and an increase in day boys therefore wanting to become boarders. Enquiries are both student and parent initiated, an interesting phenomenon. 21st century boarding at Knox has arrived, and the school is growing.

What will the next generation of boarding be like, when it is all implemented and bedded down? Where will we get boarding staff from in the future- from outside teaching as one source? What will the whole school look like? How will the rhythms and routines of the day and boarding sections coalesce as we want them to? Answers to those questions will be equally interesting, though I suspect rewarding.

Martin Gooding
Director of Marketing and
Development



The best marketing tool is a crane...

Thank You and Goodbye

At the end of September we heard that one of our key people at the DCSF was moving to slightly new pastures. Denise Eacher has been Project Manager for Boarding Placements for Vulnerable Children and has now gone on to work on the implementation of the Government's White Paper on 21st Century Schools.

EARLY DAYS

Three years ago, the DCSF had persuaded 10 Local Authorities to sign up to the Boarding Pathfinder scheme. In the first two years, there was limited success, documented by the research team which DCSF required to monitor the scheme's progress. It was much to the Government's credit that even with a very small number of placements apparently

working, the scheme continued, with Denise as Project Officer and later with Michael Cook appointed full time to assist her. Denise herself deserves our thanks in the first place for her work with the BSA, in her friendly personal contact and 'Can Do!' attitude and in her willingness to speak at conferences for Heads to encourage, by now, almost 90 schools to be part of the scheme.

DIANA JOHNSON MP

But more particular thanks are due for her energetic and tireless approach to the Local Authorities, where schools perceived dragging feet. Thanks to her efforts and encouragement, 28 Local Authorities are now signed up and another encouraging



Denise Eacher, Project Manager, Boarding Placements for Vulnerable Children

conference will be held in Leeds in November. Denise and Michael have secured Diana Johnson MP, Parliamentary Under Secretary of State for Schools, to open the Conference, which is an indication of continuing Governmental support for the scheme.

THANK YOU

BSA looks forward to working with Denise's successor, Michael Cook, but on behalf of member schools and the children whose lives may well be transformed by the scheme which Denise has managed, we thank her and wish her every success in her new project. **HM**

UKBA – YOUR CHANCE TO JOIN THE CONSULTATION



UKBA is running a Consultation until 1 December 2009 on charging for immigration and visa applications. If you wish to contribute, go to Charging.Consultation@homeoffice.gsi.gov.uk

Hilary Moriarty, National Director

ALERT!!

At the end of October, DCSF was due to open two consultations. If you wish to contribute to the debate, please look out for consultations on:

- The revised National Minimum Standards for boarding
- Safeguarding children and safer recruitment

Heads on the move

The following Heads will have taken up their post in September. We wish them every success.

We thank their predecessors for their service to BSA and SBSA schools and wish them every good fortune in the future.

Don't forget to update your details on the website.

New Heads in September 2009



Cambridge Centre for Sixth Form Studies (ISA)

Mr Stuart Nicholson, formerly Headmaster of Kingsley School, Devon has been appointed Principal of Cambridge Centre for Sixth Form Studies following the appointment of Mr Neil Roskilly to be CEO of the Independent Schools Association.

If your school has a new Head, please let us know and we will include the details in our January Bulletin.



Ripon Cathedral Choir School (IAPS)

Mr Christopher F McDade, formerly Director of Music at St Edmunds, Canterbury, has been appointed Headmaster of Ripon Cathedral Choir School.

SHOW TIME

BSA was happy to attend the Independent Schools' Show in Edinburgh in September, with the National Director speaking about modern boarding to interested parents.

By the time this Bulletin reaches schools, BSA will have been represented at the Independent Schools Show in Battersea, a 2-day event on 30th and 31st of October. The National Director

will again speak, on Saturday 31st, about the benefits of modern boarding, in the expectation of there being a larger audience because the presentations are being given in an open forum rather than behind a glass screen.

If your school is represented in Battersea, I hope it will be a successful occasion for you.

HM



Listening with interest at the Independent Schools Show in Edinburgh



Helping out at the Independent Schools Show in Edinburgh



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