

Boarding School

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

| Supporting students medically – Alex Gilley, Lead Nurse, Radley College

| Setting your school apart – Dave Watkin, Assistant Head, Culford School

| Destination London: more than just a tourist icon

Spring 2019



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Welcoming in the new year

"So, where did you go to school?" It is one of those questions all of us have been asked at one point – generally when we were in our late teens and early twenties. But as we get older, what tends to be said instead is: "It doesn't matter where you were educated."

But nothing could be further from the truth. Our education makes up the building blocks of who we are as adults, and often it is what happens outside of academia – those co-curricular activities, the support, and the events, that make up who you will be as you grow. And in no other educational sector are those elements more celebrated than in boarding.

In this edition of *Boarding School* magazine, the co-curricular is truly celebrated. From BSA Chief Executive Robin Fletcher's piece on page seven, which celebrates his personal journey through co-curricular activities, to Alex Gilley, Lead Nurse at Radley College, on page 14 demonstrating how all elements of a boarding education is used to support students in their co-curricular activities. Assistant Head, Dave Watkins' article on page 54

continues this theme, offering advice on how to set your school apart on co-curricular offerings.

2019 is set to be a particularly exciting year for the BSA. We are constantly looking for new ways to promote boarding excellence and our growing and developing forum and training schedule is tantamount to this. In his article on page 51, Membership and Marketing Manager Chris Ryan discusses the importance of the BSA forums in developing regional relationships.

Our training team is also heavily represented in this magazine, with Satveer Nijjar, BSA Trainer and Founder of Attention Seekers Training, exploring ways we can offer support to those students who are self-harming on page 24. Allison Onions, BSA Advanced Certificate Tutor and Boarding House Parent, discusses on page 59 how she draws upon her 20 years' experience in the boarding sector to teach those on the BSA Advanced Certificate in Professional Development.

As we farewell 2018, the BSA will also be saying farewell to our Victoria

offices: we have moved from Buckingham Palace Road to Covent Garden. If you wish to contact us, our new address is: **60 St Martins Lane, Covent Garden, London, WC2N 4JS.**

We look forward to welcoming you to our new offices and seeing you at one of our events throughout the year!



Alexandra Syrjanen
Marketing and Communications Manager

Boarding School Magazine

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Real lessons in life

I'll argue the value of co-curricular against an exam result any day of the week.

When I'm obliged to explain away my A level grades, I'm quick to stress that while idleness and stupidity were certainly contributory factors, the real culprit was distraction.

At my school in the early 80s an exotic species called 'girls' only appeared when you reached sixth form. Enough said. Likewise, the nearby town then allegedly had more than 50 pubs, so they took time to explore. The bigger issue though was the school's extramural programme which I embraced so wholeheartedly I was a co-curricular 'poster boy'. The list was long – music, drama, magazine editing, sport, debating – so of course I always had a good excuse not to be doing what I really should have been doing.

I could go on, but you get the picture...and probably now understand why the small matter of academic work wasn't paid even the courtesy of scant regard.

It would be easy to blame others for becoming so waylaid, but even a pincer movement of pressure from my housemaster and father failed to hit home.

Yet here's the rub. Faced with poor predicted grades but a half-decent school magazine, I was lucky enough to secure just before my A levels a three-year apprenticeship as a real-life newspaper reporter, a path I then followed for the next 20 years, including 11 in the editor's chair.

Somehow along the way I managed to backfill a degree or two, proving that maybe it isn't all about heading for university the moment you leave school.



Robin Fletcher
Chief Executive, CEO BSA

And the final irony? Today I'm lucky enough to work at the BSA and be editor of my old school's alumni magazine.

Of course, given the chance to do it all again, I would (might) adjust the academic/extramural dial and take the whole school work caper a bit more seriously.

Even so, I'll argue the value of co-curricular against an exam result any day of the week.

Growing from strength to strength



The following schools have joined the BSA this term.
We would like to extend a warm welcome to:

- Abrar Academy
- Beaudesert Park School
- Brooke House College
- Cherwell College Oxford
- George Watson's College, Scotland
- Rathdown School Ireland
- Shattuck St Mary's, Malaysia
- St John's International School, Belgium
- The Hockaday School, USA
- Vishwashanti Gurukul, India
- Westbourne School, Wales
- Westlake International School, Malaysia

In addition, the BSA Boarding Orchard continues to expand in the UK and overseas. We would like to thank the following schools for joining since the start of term:

- Letovo School
- Rendcomb College
- Beaudesert Park School

For more information on how to join the Boarding Orchard, please visit our website boarding.org.uk or email bsa@boarding.org.uk

HAPPY PLANTING!

Celebrating the richness of a boarding education

Before state education, boarding schools and their leaders shaped the national educational landscape – guiding their schools with their own nuanced, but clear, sense of purpose of what it was to be a civilised, educated human being.

Arnold of Rugby, Thring of Uppingham, Benson of Wellington College (later Archbishop of Canterbury) – who closely influenced Merriman of Cranleigh, were committed to a belief that the flourishing and well-being of their pupils was dependent on their physical and spiritual nourishment, in addition to intellectual pursuits.

Such visions were counter-cultural set against the false, materialistic purpose that Dickens satirised through the character of Gradgrind in 'Hard Times':

Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the mind of reasoning animals upon Facts: nothing else will ever be of any service to them.

These Heads were not simply idealists: they understood the practical importance of innovation. They knew the skills

required for an industrialising world, introducing science and modern languages to the curriculum.

Their baton was taken up by enterprising Heads of boarding schools in the early part of the 20th century, as Sanderson of Oundle and Corner of Wellington School introduced practical engineering and design. Schools across the country invested in new technologies and facilities development, so their pupils grew up accustomed to change and modernisation.

Boarding schools have been stereotyped as old-fashioned gatekeepers of privileged values. But our history is filled with pioneers who have sought to do things differently – think of Sevenoaks with the IB, Bedales, Bede's, Frensham Heights, Milton Abbey, Brymore and exciting new partnerships such as Eton with Holyport. By choosing a few to emphasise a point, I apologise for neglecting the richness and diversity is present in all of our schools.

When our politicians offer no clear direction for education or children; when the importance of the creative and performing arts, philosophy and religious



Martin Reader
BSA Chair, 2018
Headmaster, Cranleigh School

studies are side-lined by qualification policy; when poor diet and lack of exercise are genuine health concerns; when statistics show the rise of mental health problems in children, it is a purposeless time.

This edition of 'Boarding School' is a celebration of that breadth of understanding, of what it is to be a great school guided by shared purpose that education is first and foremost about enabling young people to discover who they are and where they are going.

Boarding schools – state and independent, primary and senior – continue to offer something different and remain driven, like our Victorian forbears, by our nuanced but clear sense of purpose that for young people to flourish they need a rich experience which engages mind, body and spirit. I hope this academic year through our many partnership activities and our engagement with policy makers that boarding schools will play a significant role in changing the language and landscape of education in Britain.



AMESBURY SCHOOL

🕒 New Head: **Sheina Wright**

In September 2018, Sheina Wright succeeded Nigel Taylor as Head of Amesbury. Sheina joined Amesbury from Guildford High (Junior School) where she was Deputy Head (Curriculum), Specialist Leader in Education and CPD lead.



AMPLEFORTH COLLEGE

🕒 New Head: **Deidre Rowe**

In September 2018, Deidre Rowe made history as the first-ever female head of Ampleforth College. She joined Ampleforth five years ago, becoming Associate Head in 2016. Previously, Deidre's spent four years as Deputy Head at St Leonards-Mayfield School, over a decade at All Saints' RC School in York and a further four as Principal Education Officer for the Diocese of Leeds.



ARDVRECK SCHOOL

🕒 New Head: **Ali Kinge**

Thirteen years - unlucky for some - but not for Ali Kinge. Since her arrival at Ardvreck in 2005, Mrs Kinge has been promoted from Part Time Music Teacher, to Head of Latin and English, to Deputy Head. In June she was appointed as the first Headmistress of Ardvreck School.



ASHFOLD SCHOOL

🕒 New Head: **Colin MacIntosh**

Colin MacIntosh was appointed as the new Headmaster of Ashfold School from September 2018. He started his teaching career in Shrewsbury School and then spent the next 15 years working in Prep Schools. He comes to Ashfold from Beaudesert Park School where he was Deputy Head for seven years.



COBHAM HALL SCHOOL

🕒 New Head: **Maggie Roberts**

In September 2018, Maggie Roberts became Headmistress of Cobham Hall School. She has taught at Schule Schloss Salem and Wellington College. She has experience as a Housemistress. She was previously at Queen Anne's School, Caversham, as Deputy Head Pastoral.



FRENSHAM HEIGHTS

🕒 New Head: **Rick Clarke**

Frensham Heights have appointed Rick Clarke as their new Headmaster, effective January 2019. He led English departments at Brighton College and St John's College in Johannesburg. Prior to becoming senior Deputy Head at Warminster School, Rick was a boarding Housemaster at Wellington College.



HARROW SCHOOL

🕒 New Head: **Alastair Land**

Harrow School has appointed Alastair Land to be the next Head Master, effective April 2019. Alastair is currently Headmaster at Repton, having started his career at Eton, then spending nine years at Winchester where he became Master in College. Alastair spent three years at Harrow, became Deputy Head Master in 2012 and was a key member of the Senior Management Team.



HARROW SCHOOL BANGKOK

🕒 New Head: **Jonathan Standen**

Jonathan Standen has been appointed as the Head Master of Harrow International School Bangkok, from January 2019. Jonathan is currently Head Master of Plymouth College, and prior to this was Head Master of The Crypt School in Gloucester.



MALVERN COLLEGE

🕒 New Head: **Keith Metcalfe**

Malvern College have appointed a new Headmaster, Keith Metcalfe, effective April 2019. Keith will take over from the present Headmaster, Antony Clark, who has been Headmaster for the last 10 years.



MICHAELHOUSE, SOUTH AFRICA

🕒 New Head: **Antony Clark**

Antony Clark, current Headmaster at Malvern College, will take up the role of Rector of Michaelhouse, a senior boarding school for boys in South Africa. Michaelhouse will be Antony's fifth headship: two in the UK and three in South Africa.



MONMOUTH SCHOOL FOR GIRLS

🕒 New Head: **Jessica Miles**

Jessica Miles has been appointed as the new Head at Monmouth School for Girls, from April 2019. Currently the Head of Queen Margaret's School in York, Mrs Miles was previously Deputy Head and Head of Sixth Form at Leweston School and taught French and Spanish at Sherborne School.



PACKWOOD HAUGH

🕒 New Head: **Robert Fox**

Rob Fox is to be the new Head at Packwood Haugh School effective April 2019. He is currently at Harrow International School Hong Kong where he is Assistant Head – Pastoral Care of Boarding. Previously Head of Boarding at Foremarke Hall, Rob is looking forward to bringing his passion for Prep and Boarding education to Packwood.



PETER SYMONDS COLLEGE

🕒 New Head: **Sara Russell**

In September 2018, Sara Russell joined Peter Symonds College as their new Principal following her role as Principal at Alton College. Sara also sits on the board of three Association of Colleges (AoC) National Policy and Delivery Groups.



PLYMOUTH COLLEGE

🕒 New Head: **Jonathan Cohen**

Jonathan Cohen has been appointed as new Headmaster at Plymouth College, effective April 2019. Currently Deputy Head at Brentwood School, he previously worked at Haileybury College and King's Bruton.



ST GEORGE'S SCHOOL WINDSOR

🕒 New Head: **William Goldsmith**

William Goldsmith has been appointed as the new Headmaster of St George's School Windsor, effective January 2019. He is currently Head of St Leonard's Junior School, St Andrews. Prior to this, William was Head of Boarding at Highfield School Liphook. Previous posts included Director of Music at St Paul's Cathedral School and Ludgrove.



ST PETER'S SCHOOL YORK

🕒 New Head: **Jeremy Walker**

January 2019: Jeremy Walker will take up the position of Head Master at St Peter's School, York, following six years as Principal of King's Rochester. He was educated at the University of Oxford and has acted as Housemaster and Head of Religious Studies at Ardingly College and Headmaster of Berkhamstead Sixth.



THE INTERNATIONAL SCHOOL BANGALORE

🕒 New Head: **Dr Caroline Pascoe**

In August 2018, Dr Caroline Pascoe began her role as Principal of The International School Bangalore. Caroline began her teaching career in the state sector as a Physics teacher before progressing through the ranks to headship of independent schools in the UK; leading TISB will be Caroline's third headship.



WELLS CATHEDRAL SCHOOL

🕒 New Head: **Alastair Tighe**

On September 1, Mr Alastair Tighe took up post as Head of Wells Cathedral School. He began teaching at Oundle School as Deputy Director of Music and was Assistant Housemaster, before becoming Director of Music of Eltham College, and later Deputy Head at Bedford School.



WOODBIDGE SCHOOL

🕒 New Head: **Dr Richard Robson**

In September 2018, Woodbridge School appointed Dr Richard Robson as Headmaster. Dr Robson was formerly Headmaster of St Bede's College, Manchester. Dr Robson has a Doctorate in Education and is an experienced ISI Schools Inspector.



Heads on the move



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Planning for an uncertain future?

Activist boards of governors are recognising the need to 'futureproof' their schools. In other words, to plan for an increasingly uncertain future, to meet the financial challenges of ensuring schools remain affordable and to develop responses to threats such as the possible loss of mandatory business rate relief or the imposition of VAT on school fees.

The cost bases of schools are growing and one of the impacts of Brexit could be further food and energy cost inflation.

On top of this, a new, and unexpected, financial challenge has just emerged – the proposed 43% increase in employer contributions to the Teachers' Pension Scheme.

These financial threats mean many schools – of all sizes and types – may become unviable (as they cannot pass on the resultant cost increases) without proactive action by Boards and SMTs to plan strategically and operationally.

Schools need to reconsider their operating model to be as effective and efficient as a business. Possible options

include a speeding up the pace of consolidation and mergers, while others may seek investment from international investors.

There is no 'one-size-fits-all' response to strategic challenges and each school will face a different set of issues.

But all schools, in common with any business, must redouble efforts to understand better their strategic positioning to work out what their response should be.

Strategic plans are needed which set objectives for three to five years out (with an aspirational vision for the school in 10 years' time).

Operational plans must then be set to deliver annual progress towards achieving the three to five-year goals.

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These, together with monthly management accounts to monitor financial performance, must be regularly monitored and updated to reflect changes in the operating environment.

Robust planning and continuous challenge are key to future proofing and successful schools will have this at the heart of the work of their governors and SMTs. Future proofing and strategy development are not easy, but they are processes independent schools must adopt to be 'fit for the future'.



David Woodgate
Chief Executive

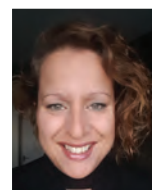
Independent Schools' Bursars Association

Suppo

students medically
during sports



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Alex Gilley
Lead Nurse, Radley College Medical Centre

To receive a card from a leaving 6th former that starts with **"Thank you for all you have done for me in the past 5 years... I'm sorry for putting you through your paces in the last year"**, is pretty demonstrative of the relationship that the Radley College Medical Centre has with the boys here. There is a familiarity and warmth that breaks barriers and that comes from the involvement of the team from the start of the boys' time at the School.

When I say team, we are a large team of nine Qualified Nurses, a Healthcare Assistant and a Senior Administrative Co-ordinator. Every member of the team plays an important role in pupil care. From taking the Nursing Observations for the New Boy Medicals in the first two weeks of term, vaccinating them before they take a hike up Kilimanjaro or reviewing them after a concussion. There are also email appointment reminders and the day-to-day care of boys who are ill. We are privileged to care for the boys at their most vulnerable point – illness or injury – and to be there from the very start of the process makes for a more seamless and holistic care pathway. It also allows best practice in continuity of care and communication.

The biggest reason we see the boys in the Michaelmas term is through injury on the rugby pitch. This is where we are able to begin the therapeutic relationship, seeing the injury through impact, to diagnosis to rehab to return to play. We also use the pitch side role for football and hockey in Lent Term.

Offering pitch side medical provision enables the support to be immediate. The pitch side First Aid and Sports Health Co-ordinator role was initially developed with an Emergency Nurse Practitioner (ENP) in mind. It was thought this particular training offered the skills to assess injuries and signpost swiftly. The job evolved to include First Aid training to staff. This really seems to instil confidence in the Sports Dons as they have received outstanding training from the First Aid and Sports Health Co-ordinator and they are then able to work alongside her on the pitches. It allows a therapeutic relationship to develop from the very moment





→ there is a problem, which enables trust to grow. The therapeutic relationship and trust is between clinician and pupil, clinician and coach.

It also means there is a familiar medical face on the sports field – meaning conversation naturally starts, and inevitably there are off-the-cuff teaching sessions about how to stay fit/how to avoid injury. This unplanned and natural dialogue is seemingly key to helping the boys feel confident in coming to the Medical Centre with any problems and giving them confidence we want to keep them ‘in the game’. The keen are always eager to get back to sport as soon as possible and having that trusting relationship means they accept and

understand they will return to sport when it is safe. We don’t, at present, give any formal teaching on injury prevention but this is something we have identified pupils would like. It is just another way of supporting the boys in their wellbeing and getting out to them. With the pitch side role, the teaching in PSHCE and immunisation clinics, there are more and more opportunities for the medical team to support Radley pupils outside the confines of the Medical Centre. The coaching team works closely with the strengthening and conditioning team to prevent injuries, and with medical input there is a real sense of team around the boys that they can rely upon and utilise to stay injury free.





The aim to teach boys preventative measures to stay free from injury and provide them with the tools to continue with sport as they move on through further education or the next stage of their chosen path.

If we can instil the need to warm up and cool down, if we can ensure a sprained muscle is not ignored, if we can cement that ice and elevation is the core of immediate care of that swollen joint, then we can stay with them beyond their short time with us. We can be a metaphorical medical buggy riding alongside their sport, long beyond their education at Radley. And their amusing thank you notes and banter about football stays with us long after they have left.

We can be a metaphorical
medical buggy riding
alongside their sport,
long beyond their
education at **Radley**.



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Excellence

*Wendy Reynolds,
Head of
Co-Curricular at
Heathfield School in
Ascot, explains how
the school's vibrant
programme of
activities complements
the curriculum and
helps discern and
develop every student's
unique talents.*

through co-curricular

From their first term at Heathfield, girls are actively encouraged to embrace the opportunities to build skills and character beyond the classroom and develop a 'have a go' attitude. Our Co-Curricular Fair showcases the myriad of activities we have on offer; girls in years 7-9 are expected to choose a minimum of three co-curricular activities per term, while those in years 10-11, choose two.

Enthusiasm abounds, and the range of activities is vast, so all interests and strengths are served – even clubs that don't yet exist can be founded! One girl asked if we could introduce archery, another – a black belt in Taekwondo – set up a club and now trains fellow pupils.

Boarding life makes it easier to implement co-curricular elements – for the majority of clubs there's no need to travel and clubs can run until 8pm. Schedules are carefully coordinated, optimising the time available after school.

We encourage our girls to own activities (wherever appropriate) as this helps build confidence and leadership qualities – our newspaper and music and drama groups are run by students,



Wendy Reynolds
Head of Co-Curricular, Heathfield School





Wycliffe College



Swanbourne House School



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Don't tell me the sky is the limit when there are footprints on the moon.

and prefects lead subject-focused clubs. Our talented and self-motivated photographers and musicians have achieved regional and national success in Rotary Club competitions.

To enhance our co-curricular programme, each pupil builds a SPIRIT portfolio to document six competences and personal qualities:

Sense of Community
Problem Solving
Independent learning
Reflective
Individuality
Teamwork.

With our school values at its core, the SPIRIT portfolio scheme is based on research into the key skills, behaviours and attributes sought by universities and business employers. Girls can attain Bronze, Silver and Gold Awards, so they leave Heathfield with tangible evidence of achievements and abilities to help set her apart from others in life beyond school.

Different activities develop different attributes and help build good habits and transferable skills for life. Debating is wonderful for developing the ability to convey points of view, listening, analysing, thinking on your feet. Our cultural and community clubs are excellent for promoting adaptability and leadership, while physical activities promote sportsmanship, integrity, moral grit, resilience and team work. This was illustrated beautifully two years ago when Heathfield's five-strong, and super-fit all-girl crew completed one of the toughest open-to-all endurance events in the world: the 125-mile long Annual International Devizes to Westminster Canoe Race – and raised £3,500 for Cornish Air Ambulance.

As educators it's our job to instil the confidence and belief in our young people to go beyond their conceived abilities. In the words of Canadian singer and human rights activist Paul Brandt: **Don't tell me the sky is the limit when there are footprints on the moon.**





Colin Baty

Head of Bedales Prep School, Dunhurst

curric

At Bedales Prep School, Dunhurst, we encourage our pupils to develop an understanding of their subjects, and their worlds, from as many different perspectives and experiences as possible. In this way, we hope to develop inquisitive thinkers who cherish independent thought. We also want them to have a lot of enjoyment from their education.

Boarding gives our pupils an opportunity to experience what we consider to be particularly important – the activities that take place outside the formal school day. The day for boarders is longer compared to those of day pupils – typically including lessons, pastoral guidance and extra-curricular activities, with many pupils also involved in weekend activities.

Extra-curricular time can be carefully planned. Boarders are encouraged to help design the activities we make available for them after hours, and we draw heavily on the tutoring skills of house staff. However, there is also a healthy slice of serendipity in all of this – if you have a drama teacher as your housemaster or housemistress, you can expect some theatrical activity along the way. Our Heads of Department will also take it in turns to be around for after-school activities. Accordingly, pupils get to feed off their interests and passions, and in a way that is ever so slightly different to when their teachers are involved in the normal teaching day.

Boarding has a knack of opening some unusual doors. Recently, one group of pupils took advantage of a well-connected technician and went to a restaurant where they got to cook their own food – an example of the kind of rich experience that is not typically available to day pupils.



Photos courtesy of Bedales Prep School, Dunhurst

ular.

the prep
school experience



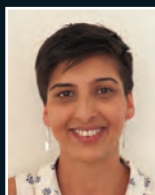
If our arts scholars are going on a trip to a gallery, our boarders go with them. We like the idea of our boarders 'playing up' – that is to say, spending time in a focused environment where they can enjoy the company of teachers and talented peers, and get a taste of others' passions, and of fresh personal horizons. Recently, one of our pupils was incredibly moved by an exhibition they had seen as part of such a gallery trip, involving art history and sketching. A penny dropped for her, and this unexpected awakening has seen her world make a fresh and welcome sense.

Being away from home for the first time can be hard at times for some of our younger boarders, and it is our experience that a school life packed with variety, stimulation and fun can ease the transition. Being busy is one aspect and the other is time to just 'be' as well. All children and adults need time

to connect with the world - slowing down and taking stock can be very liberating and help to develop a healthy internal dialogue. We are always delighted when our pupils enter senior school keen to learn, ready to experience new things and with a sense of self in the community, and no less so when they go home for weekends and holidays bursting to tell their families of the many things they have done.

Helped by this variety of experiences, I see boarding pupils grow into being rounded, engaged and socially adept individuals, who look after each other. They also tend to thrive academically – those Prep boarders who go on to board at the Senior School do particularly well. This is what we aim to achieve, and we are always mindful of the need to leave room for happy instances and opportunities along the way, of which there are many.

OFFERING
SUPPORT:
SELF-
HARM
ADVICE &
GUIDANCE



Satveer Nijjar

Founder, Attention Seekers Training and BSA Trainer

For any educator, learning that a student is self-harming is a truly concerning thing. But when that child is a boarder, the already intense pressure is amplified. House parents and teachers often become surrogate family for a boarding child – so how do you deal such an issue? Satveer Nijjar, Independent Trainer, founder of Attention Seekers and BSA Trainer, offers some information, advice and guidance to staff who may be struggling with this difficult situation.

“It’s just attention seeking’ It’s just a trend/phase.” These are phrases I have commonly heard to describe self-harm behaviours in young people. But are such beliefs true though? Is it all ‘just attention seeking?’

The statistics available paint a worrying picture: one in five 14-year-old girls have said they have self-harmed and one in 10 boys. But it’s not just teenagers, 107 3-9-year-olds were admitted into hospital for self-harm in England in 2016-17 (NHS Digital, 2018).

The term ‘self-harm’ refers to self-poisoning behaviours such as overdosing on medications and drinking harmful substances, alongside self-injurious behaviours like cutting, burning or hitting oneself.

Schools are finding themselves under increasing pressure and expectation to support students who are self-harming, thereby it’s essential that staff feel confident in managing these students. Parents and carers of students can often feel overwhelmed and confused when discovering their child is self-harming, thereby awareness raising and support for them too is essential.

Increasing numbers of young people are turning to self-harm as a way of managing emotional distress, and thereby any incidents of self-harm should be taken seriously. The cause of this distress will vary from individual to individual, but common triggers include academic pressure, bullying, body image and sexual identity. The functions the self-harm provide include gaining control, a distraction or, as a release of negative emotions. At the same time, self-harm may also be a form of self-punishment, or to numb emotional pain the young person is going through.

Responding to self-harm can be challenging, as the young person may not be ready to talk about what’s going on. If a disclosure of self-harm is made remember: **self-harm is a symptom, not the problem**. Though the instinctive response may be to focus upon stopping them self-harming, this is not necessarily beneficial as it does not focus upon the underlying distress.

Though difficult to find out that your student is self-harming, disclosing self-harm is extremely difficult for the young person. Therefore, it’s important to appreciate the young person may be fearful of being judged alongside feelings of guilt and shame should be considered when broaching the topic or responding to a disclosure.

→ The key is to remember that a disclosure of self-harm isn't a disclosure of self-harm, it is a disclosure of emotional distress.

An initial response should always be based upon first aid needs and then supporting the young person with the underlying issue when they are ready. Some tips in responding:

- Stay calm, don't be angry or judge
- Provide / recommend any medical assistance / intervention
- Appreciate and acknowledge what a big step the person has taken in order to disclose
- Don't be abrupt or become the 'interviewer' – they may not be ready to talk
- Don't look for something bigger as the cause of distress e.g. 'are you sure it's *just* friendship issues?'
- Encourage the young person to talk, even if that is to someone other than you
- Let them know who they can talk to when they are ready to talk including helplines and websites
- LISTEN and work together to create a plan for support

So, is self-harm 'attention seeking?', well yes, it can be. Someone is seeking attention – they may not know how else to disclose they are struggling, other than through disclosing self-harm to a friend, family member or member of staff. It is therefore essential all disclosures are taken seriously and responded to appropriately. It can be frustrating when you know a student is self-harming but they do not engage with the support offered. Remember they may not be ready or fearful of the consequences of full disclosure. Support can still be offered

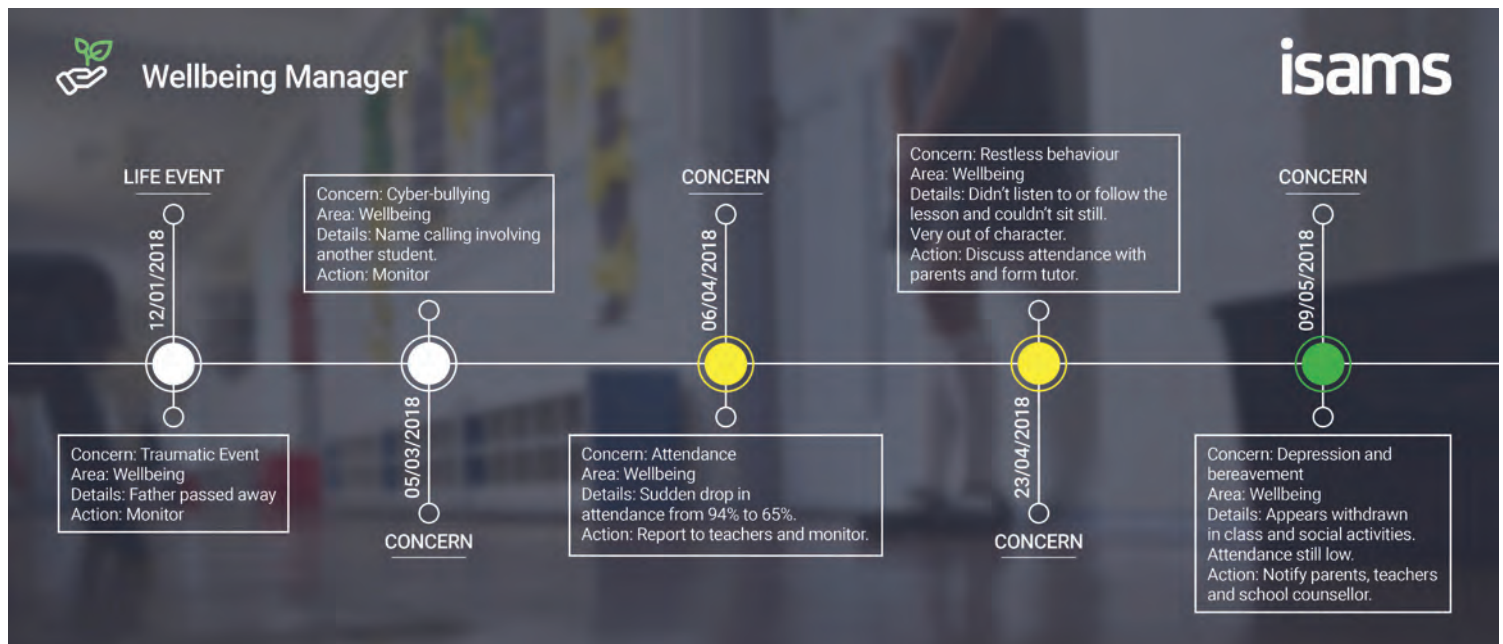
though, suggesting, but not enforcing, alternative coping strategies can be helpful in reducing the level of harm whilst they build the confidence to talk about the underlying issue. Utilising websites like Young Minds, The Mix and apps such as CalmHarm as they can provide support, information and alternatives to self-harm alongside information and support for professionals and parents.

While we may not be able to eradicate self-harm, we can help support those who do by educating ourselves. But here is my parting thought, maybe if we move the focus from 'spotting' and then responding self-harm to early detection of distress, we may inadvertently prevent young people from self-harming. Why? Because for the majority, self-harm is a symptom of underlying distress. How can we do this? By having education on mental health in the school setting for not just students, but staff and parents too.

About Satveer:

Satveer combines her lived experience of mental ill health, alongside academics to deliver sessions nationally on self-harm awareness.

Learn more here: <http://satveernijjar.com>/or book onto one of Satveer's training sessions with the BSA.



Ensuring proactive, preventative and holistic student wellbeing

The landscape of safeguarding in education has changed dramatically over the last decade and there's an increased awareness that safeguarding extends beyond child protection, though of course this is a crucial element. The statutory guidance 'Keeping Children Safe in Education' highlights that, in addition to child protection, safeguarding includes: preventing the impairment of a child's physical and mental health or development, ensuring students always have access to safe and effective care, and acting to ensure all students achieve the best possible outcomes.

Bearing this in mind, with hundreds of both day and boarding students under your care, it puts a huge amount of pressure on staff members to ensure they're meeting safeguarding requirements and providing each student with the best possible experience in their pathway to higher education.

How can technology help?

In recognition of this, here at iSAMS, we developed the Wellbeing Manager; a module dedicated to recording, monitoring and managing all student concerns and wellbeing. Built to adhere to UK and international safeguarding best practices, including compliance with the Scottish Government's GIRFEC, this module is fully integrated into the iSAMS Management Information System (MIS) and specifically caters to your teachers and Pastoral team in providing them with the tools needed to deliver proactive and preventative care for every student.

Not only is it now possible to manage all records of student concerns and wellbeing in a single place, but this information has never been more accessible or easy to update. You can log safeguarding concerns and issues for students, set recommended and pursued actions, and monitor and update their status, all through a single interface.

Some of the Wellbeing Manager's **key features** include:

- Gain instant overviews and delve into the details of each recorded concern with an interactive dashboard.
- Manage individual wellbeing records for every student, with an easy search functionality and options to update the progress or severity of each concern.
- Highlight which student concerns are the most severe with a Raised Flag system. Each life event can be shown as yellow (monitor), green (mild) or red (severe).
- Set user permissions to ensure sensitive data and information is only viewed by the right people.

In addition to these workable, adaptable and easy-to-use features, because this module is integrated with iSAMS' MIS, it's entirely web-based. This means your selected staff members can access and update this information 24/7,

wherever they are in the world.

Now, because of the increasing emphasis placed on the importance of each student having the best possible experience at school, we're aware it's likely that you have existing procedures in place to ensure your students' wellbeing. We understand how difficult it can be to uproot embedded processes, which is why our Wellbeing Manager is flexible enough to align with the culture and practice in your school, giving you complete control over student wellbeing and relieving some of the mounting pressure your teachers are under.

Would you like to improve student outcomes and support their wellbeing? Get in touch to find out more about how iSAMS and our Wellbeing Manager could help your school. Email us at sales@isams.co.uk or visit www.isams.com for more details.

More than just added extras

As with many boarding schools, here in the UK and internationally, St George's is proud of the wide variety of co-curricular activities we can provide. Our motto is 'Aim Higher'. However, those who know the School and the opportunity it provides would agree that the motto could as easily be 'Aim Wider'. It might be brave to promise to say that we can provide for any interest. However, what we are certain of is that if you are looking for new ventures then if you cannot find something to do you are not looking hard enough!

We consider ourselves fortunate that our academic results are excellent – but results alone do not define a Georgian. For us, it is the 'well-rounded' student who is a true Georgian – and we work hard to offer all students a wide variety of activities. We know there are few other state schools which can boast a ski team, sailing team, a riding team, a massive and thriving chess club, coding and programming club, gardening club, drama club, sound and light crew, art club, Gay/Straight Alliance Group, Christian 'More to Life' Club and its polar opposite the Agnostic/Atheist Club.

We offer pupils the opportunity to take part in a tremendous range of trips and experiences, including residential and non-residential visits both at home and overseas. Students might broaden their experiences through local visits, presentations from the student "One World" group or from members of our multi-national boarding community, language exchanges, trekking the bush in Botswana, representing their country in Shanghai, learning to keep a kayak upright in Spain, or holding their nose and tasting oysters in Brittany!

We also make sure, no matter what their talent, a student is catered for. The school has a thriving drama and music programmes – though I don't envy the judge of the annual House Drama competition, who might have to decide a winner between a pun-filled Victorian melodrama, high concept theatre, and a slapstick comedy with a cast of hundreds! The music department boasts wind bands, orchestras, jazz bands and ensembles and we are incredibly lucky to have on site a specialist music school, the Harpenden Musicale.



Jon Timmins

Director of Boarding, St George's School

When focusing on providing for our students, it's easy to forget to take parents on the same journey – they want to know what their children are doing away from home – something that is particularly important for our boarding parents. We are also fortunate that our parents see the benefit of breadth. Not only do parents buy into it, in some cases they are actively involved in it. The parental support that is received for all things extra-curricular is phenomenal.

We make sure that all school events can cater for parents – and we promote the activities consistently through a number of channels, including social media. It appears to be working for us, as tickets tell out fast for our ticketed events, and touch lines are well trampled on match day.

Parents are also involved with coaching both our rugby and lacrosse teams. But it's not just the time parents put into our co-curricular offerings, parents are willing to make the financial commitment when it comes to paying for residential trips. Although we charge our parents extra for most weekend boarding trips, their commitment to this and to seeing the benefit both from a short-term point of view of filling the weekend with proper activity, and a longer-term point of view of a cultural education, means that it is a programme that is ever spiralling in the upwards direction.

Co-curricular activities are more than just 'added extras' – they're a vital part of the growing up process – one which is improved by making sure both parents and students are fully engaged.





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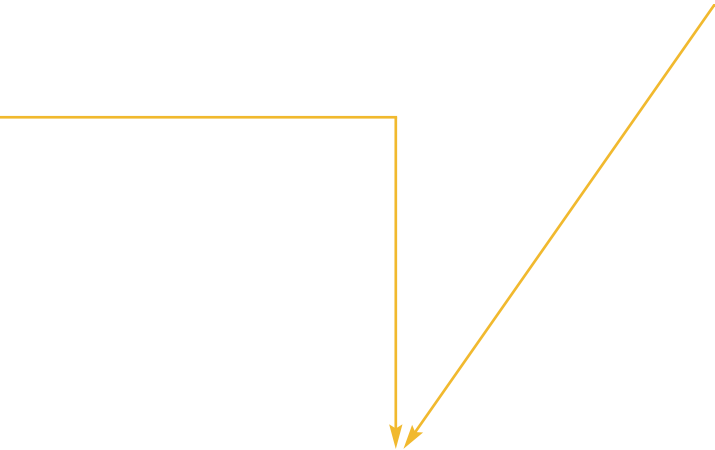


Crossing the Divide



Rob Pavis
Deputy Head, Gordon's School

A few years ago I crossed a significant divide in my professional life. Those people who have supported my career over the years would be excused for thinking that I am referring to my move from independent boarding (12 years a Housemaster at Wycliffe College in Gloucestershire) to state boarding at Steyning Grammar School. In actual fact, that particular divide exists in name only; the one thing I quickly learned (and was always confident would be the case), is that boarders in any school the world over are essentially the same: young people who quickly learn to take advantage of all the opportunities a boarding education affords them and who benefit enormously from this thorough academic progress and social capital.



The real divide is the one I crossed when I went from being a boarding professional to boarding parent. This all came about when I was appointed Deputy Head at Gordon's School, a day and boarding school in Surrey, which meant a move away from my job as Director of Boarding at Steyning Grammar School, where at the time my children attended as Y9 and Y11 students. The children were thrilled when I announced the promotion, quickly caveating that joy by saying "But we will be staying here, won't we?" Put simply, they didn't want to move away from their friends, had already moved once during their school careers and had always understood the value of a boarding education.

This was very difficult to argue against. As someone who has spent my entire working career in boarding education, I didn't need convincing that this could be a wonderful development in our family circumstances. I have lauded and advocated the benefits of boarding to hundreds, if not thousands, of families over the years, and this seemed a very obvious move. The transition from boarding professional to boarding parent however was not quite as straight forward.

I have always been aware of the financial sacrifices parents make for their children to attend a boarding school. But having not previously experienced it for myself, I was unprepared for what this actually meant. Having been through the last four years of sacrifice and compromise myself, my respect and admiration for many of our boarding parents has risen exponentially.

I now understand why parents want the very best outcomes for the investment. Certainly any thoughts I might have had about replacing my 12-year-old car were quickly shelved and I found myself a good mechanic instead!

My second surprise was the sense of detachment. Again, I have spent 25 years working with parents and their families, dealing with the tears at drop-off time – and I mean the parents' tears rather than the child's. As we know, a child is very quickly distracted and will find a game of football or a Wii dance-off to immerse themselves in within five minutes of their parents driving out of the school gates. To be the parent whose eyes were still



welling up 45 minutes later on the long, silent drive home after dropping-off was something of a shock – and it didn't get any easier for a very long time! Again, my understanding of a parent's sacrifice was heightened.

Finally, the bit I always knew and trusted. The enormous amount of fun and achievement that my children experienced from their time as boarders is something I just can't put a price on. The idea that they would be weekly boarders soon fell by the wayside, as the weekly phone calls on Thursday evenings asking if they can "stay in boarding this weekend" meant that we resigned ourselves to them being full-boarders very early on. That weekly phone call spoke volumes about how much they were enjoying their new independence and all the opportunities that were open to them.

Where are we now? Both of my children achieved their full academic potential (without me being the one to do the nagging – something that has been worth so much more than I ever imagined!) and are now at their first-choice universities. They also became the confident, independent, go-getting young people I had always seen (and envied) in my Year 13s when bidding them farewell at the end of every year. As for me, well the car is now 16 years old and with university education to pay for, the search is on for an even better mechanic!



The importance of a boarding



Vernon Hales
Head, Aldwickbury School

Boarding is changing for a large portion of the independent school sector and at Aldwickbury we have looked at what we offer and **why** we offer it. Perhaps we should rename boarding “The Overnight Club?” This would move everyone’s thinking beyond the traditional idea of sending children away from home and move towards the perception of providing an extra-curricular activity which is not readily available elsewhere.

With the classroom increasingly becoming a pressurised environment for young people, choosing boarding will often give them the extra time and space to develop the softer skills that are so important to a child’s development.

Boarding likewise allows boys to become part of a community where they can learn to show respect and kindness to others. Our Boarding Monitor ensures there’s an excellent role model in place for the younger boys to follow - we already have a Year 6 boy with us whose aim is to be the boarding monitor when he gets to Year 8! At the end of the day, when the boys sit with their friends enjoying a ‘night cap’, there is the chance to chat and catch-up on the days’ events.

Recently a parent asked the school: “*Why should my son board?*” This family lives within five minutes of the school gate, and clearly boarding would incur additional cost. The answer: to increase in their child’s self-confidence; learning to relax, making new friends, talking to adults and feeling a valued member of a community. These are all part of the boarding experience. For most, if not all, who join us to board, they are life skills which are difficult to replicate elsewhere.

But, boarding at Aldwickbury has changed over the last 10 years. We no longer have full weekly



boarders and recently we have reduced this to a three-nights-a-week offering due to the changes in demand. In operating our boarding school three days a week, Aldwickbury is able to give pupils the chance to board, while staying close to home.

This means we cannot accept overseas students or expat/forces children – we simply cannot offer them an appropriate service particularly at weekends, as well as giving them a group of fellow boarders who are boarding for the same amount of time. Who wants their child to be one of a tiny group of boarders a school on a Saturday night?

Our boarding is also competing with the vast range of clubs and activities on offer in our local area. Football and rugby clubs are now training mid-week and sadly we often have boys saying they can’t board on a particular night as they have a tutor then!

So, the question of whether we should keep boarding has been asked – and justifiably so. However, it is boarding that gives us the structure to our day – a longer day for the older boys that enable them to do their homework at school, something that all students and parents benefit from! We are able to offer very flexible wrap-around care with boys joining the boarders for breakfast and able to stay late if parents are caught in meetings or the inevitable train delay. Boarding has a very special place at Aldwickbury, even in its reduced quantity, it is the quality that it really shines and offers the boys something they cannot get elsewhere – a sense of belonging, friendship and community.

The boys who do come to board love it and would board more if they were allowed to. We have used our boarding monitors to be boarding ambassadors amongst the boys and they have said that the boys frequently would love to at least try boarding but their parents won’t

school education

sanction it. We are still facing parents having an old-fashioned view of boarding despite Aldwickbury's boarding being so far from that model. There is also the extra cost – it is simply something they don't need and can do without.

What have we done to address these issues? Firstly, we have had to change our mind-set from the days when we would have a solid group of full weekly boarders. We have stopped talking about glorified baby-sitting or sleep-overs to those who come in for one night. That really isn't what we do – they do sleep! We quash any rumours of not sleeping as this is something that parents are very concerned about. Often a boy will announce at breakfast that he didn't sleep until midnight or beyond when matron has heard them all snoring at 9.30pm!

We have also had to stop the more structured activities – the boys just

want to come in and play with their friends. They don't always want to be organised. This is what makes boarding so appealing to the boys – they can just play what they want, when they want to! We have made sure the dorms are warm, friendly and have recently given some of them a make-over including the boarders' lounge. Supper has got special attention – good food still goes a long way to win over a boy's heart!

So, what does flexible boarding offer pupils at Aldwickbury? It gives them the perfect opportunity to take responsibility for themselves and become more independent in the process. We feel privileged that for some boys, when they come in for a boarding taster night, it might be the first time they have stayed away from home.

By being part of our boarding community, the boys have the chance to become friends with others they might not usually play with, learning to be tolerant of other people's differences and in turn, develop their own self-confidence.

However, the final word should go to last year's Boarding Monitor who spoke to the whole community at our Prizegiving Day, which sums our ethos up perfectly:

"I have boarded from the moment I had the opportunity and have loved every minute... Matron and the gappers are fantastic and make it so much fun – while I can't take you with me to my new boarding school, the lessons of tolerance, compromise, and independence I most certainly will."



HELPING UK BOARDING SCHOOLS RECRUIT INTERNATIONAL STUDENTS



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Attractive boarding spaces that will put your school ahead



Build it and they will come

The days of below-par boarding facilities are fast coming to an end. Today's students (and their parents) are far more discerning, and attractive boarding environments are without a doubt one of the best competitive advantages a school can own.

This is being proven currently by forward-thinking schools invest in their boarding spaces and enjoying the results from an improved environment and increased boarding intake. To quote John Badley, founder of Bedales School, 'a boarding house should be a home, and not a place of work.'

With an intelligently designed boarding house (a new build, or within an existing building), you can upgrade the environment, increase occupancy and social spaces. Creating a home-from-home is high on the agenda for most schools, but boarding houses require more than just domestic design features or furniture. We understand that 'things just happen' in schools - in the hustle of the everyday, objects do break, get damaged or are misplaced. Furniture and finishes need to be able to withstand constant, vigorous use, yet be aesthetically balanced.

Spaces for wellbeing

The boarding environment has a huge impact on student wellbeing and performance. We have proven many times how there is a direct correlation between the environment and student learning. Importantly, the boarding space can have a huge impact on the amount of sleep a boarder gets. Research presented in Psychological Science (October 2016) suggested that sleep helps to consolidate memories and therefore is essential for those studying for exams. A lack of sleep



can also make it hard for students to concentrate during the day. The negative effect that broken or tired furniture, messy bedrooms and dingy corridors has on young people, often far away from home and in a different country, is not to be underestimated, let alone the impression it gives to prospective parents and students.

The boarding house is the hub of a boarding community, the place where friends are made for life. The ethos and culture of the house should be truly reflected in the interior environment, capturing the essence and spirit of students past and present.

Involving students in the design of the boarding environment is a great way to improve wellbeing and enhance ownership and pride in their new space. We offer tried and tested user-centred design workshops, involving staff and students to uncover design opportunities.

Listed or new buildings

Many boarding facilities in UK schools are housed within old or listed buildings that have seen decades of patch ups and adjustments. These spaces are often tired and drab but can be revolutionised by applying an intelligent interior design scheme. The natural architecture and often stunning features can be emphasised to maximum effect and incorporated into an up-to-the-minute interior scheme.



Interior functionality and design is arguably more important than the exterior. Too often the main focus seems to be on the outside of the building, paying little regard to how the inside is to perform. Our approach is entirely different through our 'inside out' design philosophy, which ensures the longevity and success of the project.

A flexible and future-proof space

Each school manages their boarding system differently. The opportunities and facilities open to boarding students are also useful to the studies and recreation of day students. If students opt to stay overnight at school in a flexible-boarding arrangement, there are ways of designing spaces to accommodate varying numbers of flexible boarders. Creating a personal yet not personalised space means rooms can be used for multiple students throughout the term.

Reconfigurable boarding spaces are also possible with our designs. A room that can easily house four students, or be expanded to accommodate six is a room that will prove useful for years to come. Choose a boarding house design scheme that gives you true longevity and return on investment.

The last word

At Envoplan, we firmly believe in designing from the inside out, focusing on the quality of the environments that we create, their functionality and the longevity of our designs and furniture.

Contact Envoplan to schedule an initial free design consultation - call us on 020 8997 9656 or email enquiries@envoplan.co.uk

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LONDON

London truly has something for everyone. People come for its outstanding theatres – only New York can rival London and the Big Apple has nothing like the reproduction of

Shakespeare's Globe which transports you to the theatre of 400 years ago. People come for the famous museums – **the British Museum, the Natural History Museum, the Science Museum** and **the V&A**. They come for the art galleries – **the National Portrait Gallery, the Tate and Tate Modern**. Then there is the superb variety of music (from classical to pop and everything in-between), innovative live productions to traditional performances. If it is sport that appeals, there is cricket at **Lords** and the **Oval**, rugby at **Twickenham**, football at **Wembley**, tennis at **Wimbledon** and the **London Marathon**. But of course, visitors also come for the historic buildings, the **Tower of London**, the **Houses of Parliament** and **Westminster Abbey** to name but a few.



Irfan Latif
Principal, DLD College



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Living in London is so much more than a visitor experience. London is the most diverse and vibrant of the world's cities. Sometimes it seems as though all the nations of the world have come to live here.

Visitors probably know about Hyde Park and Regent's Park, but perhaps not Hampstead Heath and the Olympic Park – or even Kew Gardens – all of which provide opportunities to escape the hustle and bustle of the crowds. For the Londoner though, it is the local park that's more important; Battersea Park and Clapham Common; but perhaps most exciting is the juxtaposition of the old and the new, the historic and the contemporary, the Shard and the Tower; of walking past a modern office block and then coming face to face with an ancient church. That's what makes London so unique and special. If all this is not reason enough to choose London to study, the choice of academic institutions is

impressive. London is home to over 100,000 international students from over 200 different nations. More international students choose to study in London than any other city in the world and you can see why – there are four world-class universities in the capital.

To study in London is a special kind of privilege – there are few places in the world that are such a melting pot for cultures, beliefs and values. Being a boarder in London furthers this privilege. There are few students who could enjoy the play they're studying live in the West End, or walk in the steps of those great leaders they learn about in history. Boarders in London truly do have the

world open to them. London is also the best-connected city in the UK, with six international airports – making it ideal for our international students. Transport to other areas of the UK is also easy with high-speed services connecting the capital to the rest of the country. Getting around in London itself is also easy with one of the best and fastest public transport systems.

Two hundred and fifty years ago the English writer Dr Johnson wrote, *"When a man is tired of London, he is tired of life"*. That couldn't be more true today, as the vibrancy of London continues to motivate, inspire and excite.



BellerbysCollege

Bellerbys College London

Principal: Alison Baines • Established: 1998

The best university preparation for you

Bellerbys College London is an independent school for international students. Our specialist teachers and support staff are trained in developing students from different cultures and understand what universities look for in undergraduate candidates. The college brings together like-minded students, great facilities, passionate teachers and a diverse range of enrichment programmes that develop key skills and facilitate progression to some of the best degree courses and prepares students for the workplace and beyond.

Bellerbys offers students a choice of A Level subjects including: Art, Economics, Mathematics and Psychology. Based on A Level results in 2017, Bellerbys London was in the top 100 schools when, an impressive result for an exclusively international school.

The college also offers a Foundation Programme for international students with a choice of pathways including Art & Design, Business, Finance & Management and Marketing, as well as an International Year 1 in Business and Management, from which students can progress directly to the second year of an undergraduate degree programme at a number of universities.

Studying at Bellerbys London goes beyond the classroom, the additional activities students are involved in opens doors to the top universities in the country. The college's enrichment programme builds on the personal and specialist skills universities look for. To develop employability skills, they can take part in a CV writing

competition, learn how to construct a CV, how to highlight achievements, with the advice and guidance from specialist teachers and external guest speakers. Our enrichment programme ensures whichever career path our students choose, whether it is fine art, accounting and finance, economics, marketing or management, they'll have the tools and key skills necessary to excel.

Students reside in the McMillan Student Village, just minutes' walk from the college. The accommodation is modern, comfortable and safe with house parents supporting students under 18 years of age. Living just minutes away from Greenwich, students can enjoy the great historical surrounds of the borough, as well as everything London has to offer. Bellerbys London offers students the opportunity to live and learn in a supportive, international environment. Students learn to value different opinions and develop confidence through international friendships.



Cambridge Tutors College

Head: Dr Christopher Drew
Established: 1958

Founded in 1958, Cambridge Tutors College is a highly academic international independent sixth form college based in London. CTC London is a stepping-stone for students – preparing them for life at university with an adult-focused environment encouraging independent learning and commitment to studies.

CTC London offers homestay and boarding college options for its international students. Homestay students can live with a carefully chosen local family providing them with a safe, secure environment whilst studying at the college. The new boarding provision, for up to 50 students, is just a short walk from the College campus offering high quality accommodation with all rooms benefiting from en-suite facilities.

Just 20 minutes from vibrant, cultural and historical London – CTC students have the opportunity to experience one of the greatest cities in the world. CTC is ideally positioned to provide its student base with a complete educational experience, with a primary focus on securing entry into leading universities.

With a focus on STEAM (STEM + Art), students achieve phenomenal results at CTC. In the last fifteen years over one thousand A*-A grades have been achieved in Maths, as well as 850 in Biology, Chemistry and Physics. The result – students in large numbers go on to study at the top universities in the UK including Oxford, Cambridge, UCL, LSE and Imperial.



Since 2000, 80% of all A-Level grades have been A*-B. An average class size of six ensures each student receives maximum support from their specialist subject tutors in lessons and via weekly one-to-one appointments. The CTC extra-curricular programme also enables further development of a student's academic English and subject knowledge.

A challenging curriculum awaits A-Level students, but the flexible learning environment at CTC London offers two-year and 18-month A-Level programmes, one-year and two-term University Foundation courses, one-year GCSE course and pre-GCSE preparation courses, as well as English Language Preparation, short-term and summer courses.

As pioneers in student recruitment – particularly from the Far East – CTC London welcomes many nationalities from all around the world who come to study at the college. Mature markets such as China, Malaysia, Vietnam and Myanmar are well represented at CTC and are supported by the emergence of new students from Hong Kong, Thailand, Singapore and Indonesia. International students also benefit from mixing with the cohort from the local London area.



CATS College London

Head: Mario di Clemente • Established: 2011

Number of pupils: Over 250

School Motto: Be Your Best

Today's business students, tomorrow's entrepreneurs.

2018 saw CATS College London become the first school in Europe to launch a Bloomberg Business Lab.

The only secondary school in Europe with this facility, CATS College London has designed a curriculum integrating 16 Bloomberg terminals to its teaching, exposing students to the world's leading platform for global business and finance news, data, analytical tools and research.

CATS College London is an international boarding school and welcomes students aged 14-18 from over 35 different nationalities each year.

Students can choose from a variety of programmes to prepare for university such as A level, University Foundation Programme or International Year One - the first year of a Business Management degree.

"Our aim is to provide students with real-life skills and experience to boost their competitiveness when applying to university," said Mario Di Clemente, Principal.

"The Bloomberg Terminal will help students develop their research and classwork, while learning how to analyse financial markets, assess economic scenarios and interpret the key news developments that impact the global economy."

"In addition, project work will include simulations giving students an understanding of the techniques employed by traders and investors to maximise returns through simulated trading and investment projects."

Outside the classroom, part of a CATS international students' learning experience is living away from home, CATS offers 100% boarding in single or shared en-suite rooms.

CATS London is one of four international boarding schools. The other schools are based in Cambridge, Canterbury and Boston in the US.



Chelsea Independent College

Head: Martin Meenagh • Number of pupils/boarders: 170/75 • Established: 2006

Chelsea Independent College is a British college with an international perspective, welcoming students from the UK and from around the world. We offer A-level, GCSE, pre A-Level, and International Foundation Year programmes, on top of this, we make sure we offer students excellent pastoral care and the chance to feel independent and confident. We achieve this by placing student learning at the centre of small classes, by having highly qualified staff, and by encouraging open doors and open minds. We use first names and have no uniforms. Friendships are made and forged between people from across the world.

Through extensive and detailed interviews before offers are made, we make sure that students are placed on the appropriate course with the right combination of subjects. We aim to help every student progress to a university programme right for them, whether that's Oxbridge, the fashion and textile schools, the great management and business

universities, colleges of medicine, or the universities of Europe and North America. As well as academic attainment, we value student development and encourage participation in the student co-curricular experience. Our boarding facilities are second to none, and build upon our college aims and ethos with a special feel all of their own. All this combines to make CIC one of the leading day and boarding colleges in London.



DLD College London

Principal: Irfan Latif • Established: 1931

Number of pupils/boarders: 450/250

DLD College London is really making its mark on the capital's educational scene as a leader in the concept of urban boarding. The College is set in the heart of London, one of the world's most diverse and vibrant cities. It is minutes from the London Eye on the South Bank and the Houses of Parliament sit just across the River Thames. The College occupies a purpose-built building with contemporary and cutting-edge facilities which reflect the ethos and ambition of its staff and students. Boarding in the centre of the city places students directly on the doorstep of a large variety of opportunities to be educated, entertained and enlightened. Urban boarding is a way for the student to immerse themselves in an experience where the learning never stops.

The College offers a range of courses and programmes including A Level, BTEC, GCSEs and International Foundation Programmes. A friendly and flexible approach to learning helps students build confidence in their own abilities. The College is relatively small – so it is not just a school but a community – and as the students come from many countries, they learn to respect different opinions, cultures and backgrounds. DLD is rated by the Good Schools' Guide as being the top London School for TLC (Tender, Loving, Care). And with the recent opening of its innovative Wellbeing Centre by Natasha Devon MBE, the Government's former mental health tsar, and a Health Charter, the College is firmly focussed on the students' mental health and wellbeing.

Small class sizes (ranging from six to 10) allow for dedicated and focused student-staff contact. Students are treated as individuals and learning is pupil-centred. This respect for the student is reflected in many pupil-led initiatives such as the recent Summer Ball at Shakespeare's Globe Theatre and the College's inaugural Graduation Ceremony at the Houses of Parliament. The teaching staff have advanced ICT skills demonstrated in the College's ambition to become an accredited Microsoft Showcase School.

The classrooms occupy the first three floors of the purpose-built school with a further 15 floors of friendly and secure boarding accommodation above them. The student body consists of around 60% international students, who make up most of the boarders, and 40% domestic students, who are mainly day students. Boarders live in one of DLD's 250 en-suite bedrooms. These are split into different groups called 'Huddles', like traditional Houses with resident House parents responsible for the pastoral care; they provide support and encouragement to ensure that boarders are happy, safe and healthy.

The College provides a diverse and exciting range of co-curricular activities and trips. These make the most of everything the capital has to offer ranging from West End shows to football matches, from musical productions at the National Theatre to charity runs at the Olympic Park.

New Principal, Mr Irfan Latif, who has a wealth of experience in both the state and independent sectors, has ambitions to build on DLD College's success academically and as a community. But his priority is to nurture self-confident and responsible young people who are full of character and creativity and are well equipped to meet future challenges both here and abroad.



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Dulwich College

Master: Dr Joe Spence • Founded: 1619 by Edward Alleyn • Number of boarders: 140

Detur Gloria Soli Deo (Let glory be given to God alone)

A vibrant day and boarding community

Dulwich College is a vibrant and high-achieving community of day boys and boarders from age 7 to 18. In 1619 Edward Alleyn founded the College to provide education and lodgings for 12 scholars; today we have 140 boarders from the UK and 25 countries from around the world. We are academically selective, but diverse in our breadth of talents, character and backgrounds.

The College is located in Dulwich Village. Dulwich retains the feel of an unspoilt English village, with leafy streets and independent shops and cafes. A 72-acre park, golf course and the Dulwich Picture Gallery, the oldest art gallery in Britain, are a few minutes' walk from the boarding houses, and excellent trains mean London Victoria can be reached in just 12 minutes.

Inspired teaching

Dulwich has a tradition of inspired teaching and genuine scholarship; College pupils join the most competitive of universities worldwide and thereafter enter all the major professions, with many choosing Medicine, Engineering and the Law. We are alert to the changing nature

of work and expect alumni to take up jobs not yet dreamt of: to have more than one career and to carve out career paths that would have been unimaginable in previous generations. Dulwich has a reputation for producing actors, musicians, sportsmen and writers; many students now go on to engage in entrepreneurial, technological, cybernetic and innovative enterprises too.

Academic excellence

We aim to develop the natural talents and abilities of each boy, giving them the opportunity to excel in every aspect of life. Our broad curriculum reflects this aim with its emphasis on developing independent, creative thinking based on practical knowledge and conceptual understanding. We provide a secure yet challenging environment, encouraging participation, curiosity and enquiry.

Co-curricular and Sport

We see co-curricular activities as vital to a rounded education as witnessed in the 60+ clubs and societies on offer. Music, sport and drama play an integral part in the boys' lives, both within the curriculum and beyond. Participation in the Duke of

Edinburgh Award is a popular choice along with charitable fundraising and other ways of serving the community. Through a broad range of activities - academic, sporting and co-curricular - we enable boys to become confident, courteous and responsible individuals at ease with themselves and ready for the challenges of the world.





Harrow prepares boys of diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.



Head Master: Mel Mrowiec (to 31 March 2019); Alastair Land (from 1 April 2019) • Established: 1572

Number of pupils/boarders: 830 (all boarders)

Stet fortuna domus (May the fortune of the house stand)

Donorum dei dispensatio fidelis (The faithful stewardship of the gifts of God).

Harrow School is one of only three full-boarding, all-boys schools in the UK. Founded in 1572 under a Royal Charter granted by Elizabeth I, it has a distinguished history that enriches the daily life of the entire community.

Full boarding is at the heart of what makes Harrow, Harrow. Every Harrovian lives in one of 12 boarding houses during term time, going home at exeat, half terms and holidays. Approximately 70 boys live in each House, along with a residential House Master, Assistant House Master and Matron.

'Living in' means boys can have academic lessons in the evenings, freeing up afternoons, allowing for extra subjects and creating much more time for sport, music, art, drama and other activities. Other Masters and their families also live on the Hill. In this environment, there is a real sense of community, built around enriching, long-lasting relationships.

The School's 300 acres comprise many buildings of special architectural and historic interest, six conservation areas, a registered park, a nine-hole golf course and even a working farm. Positioned on the Metropolitan Line, 20 minutes from Baker Street on a fast train, Harrow's community enjoys the best of both worlds – a spacious boarding community within easy reach of the vibrancy of the UK's capital.

The A-level results of Harrow boys in the last two years have been the best in the School's history. 28 boys achieved three or more A* or equivalent grades, and three quarters achieved grades of ABB or better. In terms of university places, nearly a quarter of last year's applicants will take up places at institutions ranked in the world top ten, including 19 at Oxbridge.

Famous Old Harrovians include statesmen such as Churchill; writers including Byron; Lord Rayleigh, the Nobel prize-winner; and

Fox Talbot, the inventor of photography. More recently, many pupils have gone on to distinguished careers in business, the law, medicine, the armed forces, the arts and the media. Harrow's old boy organisation has a membership of approximately 9,000 Old Harrovians, many of whom are actively involved in its 23 clubs, thriving international events diary, and extensive careers guidance and work placement programme.





Kensington Park School

The Head: Paul Vanni • Established: 2018
Number of pupils/boarders: 270/35

Kensington Park School is a new independent day and boarding school for boys and girls aged 11–18. It boasts some of the country's most experienced teachers and offers excellent cultural and sporting opportunities in the heart of London.

The school operates from two buildings either side of Kensington Gardens:

- KPS Lower School, in Bark Place, opened in September 2018 for pupils aged 11–16
- KPS Sixth Form, opposite the Natural History Museum, opened in September 2017 for pupils aged 16–18

This configuration enables the school to have a dedicated Sixth Form Centre where A-levels and preparation for university entrance can be taught in a specialist environment. KPS also has excellent boarding facilities in South Kensington, welcoming pupils aged 14 and over from all over the UK and from around the world. Although a new school, pupils benefit from some of the best teachers in the country. The core team has been drawn from the UK's top schools including St Paul's School, Dulwich College and Winchester College. They are led by Headmaster Paul Vanni, previously Deputy Head of St Paul's Girls' School, who brings a proven track record of academic excellence and comprehensive pastoral care to KPS.

The school prides itself on forward thinking approach. Its

ethos, curriculum and co-curricular provision are geared towards preparing its pupils for the challenges of the 21st century. Emphasis is placed on creativity, developing a child's interpersonal skills, and encouraging a sense of global understanding. This is supported through a modern curriculum with subjects such as Computer Science and Mandarin on offer; hands-on, experiential learning; and an array of exciting sports and activities.

These activities range from technical theatre and dance to fencing and swimming, making use of both the school's own facilities and the community's. The school has partnered with local sports organisations such as Imperial College's Ethos Sports Centre with its state-of-the-art gym, pool and climbing wall; expert coaches, including former Olympians, in fencing and riding; and Fulham Reach Boat Club, a superbly equipped new rowing facility on the Thames. There is an exciting outdoor education programme, including the Duke of Edinburgh award scheme, and similar partnerships are in place for music and drama.



St Paul's School

High Master: Professor Mark Bailey
Established: 1509
Number of pupils/boarders: 954/33
Boarders aged 13-18 years

St Paul's School, London, is known for being one of the UK's top independent schools for boys. Founded in 1509 by the Dean of St Paul's Cathedral, John Colet, the school holds a prime position on the banks of the River Thames, by Hammersmith Bridge, on 45 acres. With the original textbooks written by Desiderius Erasmus of Rotterdam, the school was created to offer bright boys access to a top education, regardless of social background or means.

Over the last 500 years, the School has had the privilege to educate a broad range of superb minds including Samuel Pepys, Field Marshal Montgomery, Nicholas Parsons, George Osborne, Rory Kinnear, the Houser Brothers and Winston Marshall. The main entry points are at 7+, 8+, 11+, 13+ and 16+, upon successful completion of an examination and interview.

The school currently has room for 35 boarders from 13+ years. Boys enjoy a wide variety of societies, activities and trips, including recent visits to the Houses of Parliament, British Museum, West End theatres, ice skating, trampolining, Escape Room and Go Ape. Alongside their studies, boarders also enjoy success at a national and international level, with Cyber Centurion, the International Maths Olympiad, European Youth Parliament and Model UN.

Forty-six percent of university-bound pupils who left in 2017 are studying at universities ranked within the top 10 in the QS 2017 World University Rankings. Fifty-seven percent of pupils who left in 2017 are studying at universities ranked within the top 20.

To honour the School's roots, St Paul's has recently extended its bursary support to able boys who successfully pass the entry requirements. Families with a gross household income of up to £120k pa or less and modest net assets may now be eligible for a bursary. Those with gross incomes below £60k pa may be eligible for an award of up to 100% of fees, subject to net assets.

This incentive is the first of a number of steps to help remove the barriers to accessing a private school education. St Paul's School has a profound commitment to excellence, and to educating talent wherever it is found within society.



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The Harefield Academy

Headteacher: Tash Moriarty • Number of pupils/boarders: 482/26

Established: The Harefield Academy – September 2005, Lord Adonis House – September 2011

Achievement through Active Learning

Lord Adonis House is a home passionate about enriching the lives of its boarders. We have a passion for pastoral care and well-being to ensure that all of our boarders know that the guidance and sustenance we provide are the base to creating a happier, successful and secure future.

Our Student Voice enables us to acquire the views and choices of all boarders and it gives our boarders the opportunity to have their say for what they want. Whether it is a trip, activity or something for the House, all voices are heard to help us create the best living environment we can achieve for our boarders. Our trips and activities are chosen to create new and interesting opportunities, independence for the future and a cultural appreciation for the delights that Britain has to offer.

The boarders are able to make the most of a broad variety of sporting facilities on site, a great get away from school to relax and enjoy each other's company in an active

environment. These facilities include playing/athletics field, a modern floodlit 3G Astro football pitch, indoor 3G football pitch, outdoor tennis courts, dance studio, indoor sports hall and a gym. This is a great way for the boarders to bond through healthy competition. Most of our boarders move on to university or apprenticeships both in England and

abroad, with a higher degree of independence acquired through the life skills learnt in their Lord Adonis House boarding experience. The great communication between The Academy and Lord Adonis House provides the boarders with superb academic and social progress to give them the foundation for an amazing future.





Westminster Abbey Choir School

Headmaster: Jonathan Milton BEd (Hons)

Established: The school opened in 1848, but there has been a choir at the Abbey since the 1300s, with educational provision for its choristers in various forms since then

No. of pupils/boarders: c.30 boys, all boarders

Choir schools must be among the most well-hidden treasures of the British education system. Everyone knows what choristers get up to in their cathedrals, abbeys or chapels when they appear serenely in their characteristic robes. Less obvious is their life outside the apparently rarefied ecclesiastical atmosphere, and that's where the choir schools fit in.

Perhaps the most remarkable of all is Westminster Abbey Choir School, a school of just 30 boys aged 7-13, all of whom board, set nestling alongside Westminster Abbey right in the heart of London and yet within the peace and quiet of the tree-lined square which is Dean's Yard. Surrounded by Westminster School, and yet completely separate from it, the choristers have fabulous facilities provided for them where they have lessons in year groups of just six, and where they can make use of all the sporting and cultural opportunities that London provides. The boys are all choristers in the Choir of Westminster

Abbey, singing five or six days a week in the Abbey during term time. A healthy balance of academic lessons, instrumental studies, activities, sports and much-needed playtime are arranged to dovetail smoothly so that each boy can develop his particular talents and interests within a sympathetic structure.

At weekends families come to visit and take boys out of school after services, with many who live locally taking the opportunity to pop home for a few hours, and those from further afield enjoying the chance to explore London *en famille*. The school welcomes families to Abbey services and many like to attend services during the week, catching a brief word with the boys afterwards. In this way, parents very quickly feel part of the school and Abbey community.

"It is an incredible experience," says headmaster Jonathan Milton, "and one that sets a child up for the future in the most remarkable way. Choristers learn so many skills that transfer seamlessly into

adult life. Alistair Cook, the former England cricket captain has famously attributed his powers of concentration to the training he had as a cathedral chorister, but the lessons learnt through living as boarders closely alongside others, singing together and playing together are equally important."

This is an opportunity open to any boy with musical potential and a natural singing voice. Fees are very heavily subsidised by the Abbey and for many it has proved no less than a life-changing experience. Perhaps it's time that the choir schools told their story more loudly. They really are hidden gems.





Westminster School

Head: Patrick Derham • Number of Pupils/Boarders: 760/182

Dat Deus Incrementum

Westminster is undoubtedly a school of many traditions. Spend time in the Westminster community and you are likely to find yourself at one of the bi-weekly services in Westminster Abbey, singing prayers in Westminster's own version of Latin, dining in the mediaeval College Hall or perhaps attending 'The Greaze' or witnessing the annual Induction of the Queen's Scholars. And it is perhaps no surprise that a school tracing its origins with certainty to the early 14th century should have accumulated a number of traditions along the way. But what is perhaps less expected is how relevant those traditions continue to be today, and how lightly they are worn.

When Elizabeth I re-founded the School in 1560, she formalised its purpose, already long-established in its role as part of the monastic community of Westminster Abbey, to 'educate 40 poor scholars' who should be 'liberally instructed in good books to the greater honour of the state'. To this day, 12 Queen's Scholars (eight boys, four girls) join the School each year and board in College, one of Westminster's 11 houses – all with the aim of providing the best possible education to outstanding young people, irrespective of means or background. In October the School launched the *Westminster School Campaign*, the start of a project that aims to build a bursaries endowment that will allow the School eventually to become entirely needs-blind and guarantee its ability to offer a liberal and challenging education for generations to come.

Westminster is unique among the ancient London schools: remaining on its original, central-London site, it is unusual for a London school in operating an extended boarding school day and week, with some 25% of the pupil body boarding and teaching spread over a six-day week. The opportunities the boarding week affords for the co-curriculum soon make the value of this arrangement clear. All pupils devote two full afternoons a week to sport, and a host of inter-school fixtures takes place on Saturday afternoons. Activities ranging from Japanese to book binding, cookery to basketball, take place three evenings each week, while the School's theatre sees a whole range of productions each year. The Music Centre plays host to any number of orchestras and ensembles, and undertakes performances ranging from intimate House events to full orchestral concerts.

Preparing young people to be of good influence also remains as central to the Westminster experience as it was in Elizabethan times. Every Westminster pupil is expected to have become involved in the School's Volunteering programme by the time he or she leaves the School and the plethora of activities undertaken – many of them the initiatives of the pupils themselves – is testament to the belief pupils have in the fundamental place of service. Westminster pupils can be found visiting nursing homes, teaching in primary schools, organising homeless drives, working in community gardens or learning British Sign Language to assist in

a local school for the deaf, while each summer some 40 Sixth Formers spend a week with Westminster PHAB, caring full-time for disabled guests as they spend a week at Westminster.

Of course, the foundress' 'good books' remain as central as ever to a Westminster education. Westminster places an outward-looking, liberal education at the very heart of its ethos. It is an institution that embraces learning and academic enquiry and seeks to instil in its pupils not just a love of learning for its own sake, but the principle of 'loyal dissent' – to be respectful of scholarship and appreciative of learning, but to be prepared to challenge, question and explore that learning, to test boundaries and overturn expectation.

And at the heart of all this activity lies perhaps Westminster's most distinctive tradition of all: its school chapel, Westminster Abbey. A place of reflection and worship for over a thousand years, twice a week this beautiful building hosts the whole school – an act of gathering that is an oasis in a busy week, an opportunity for all to pause, to consider and to reflect on the values and the traditions that, while they may be ancient in origin, continue to underpin what makes Westminster such a special place today.



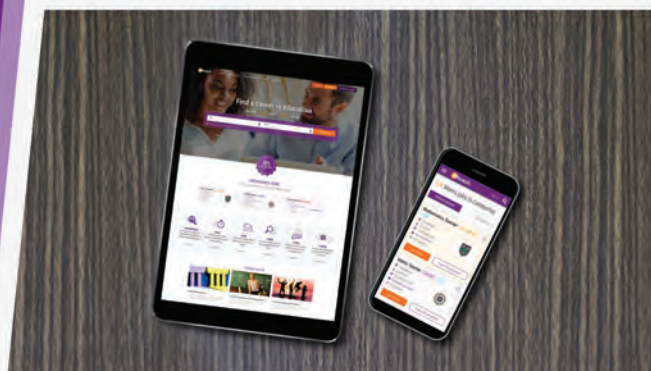
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Vincit qui patitur
 (“He who perseveres, conquers”)



Whitgift School

Headmaster: Christopher Ramsey • Established: 1596 • Number of pupils/boarders: 1493/106

Whitgift is one of Britain's finest schools, with proud traditions dating back to the 17th century, and an exceptional record of academic achievement. The School is situated in beautiful parkland, within what was formerly a royal estate, belonging to Henry VIII. Our boarding facility, Founder's House was opened by the School's Patron, His Royal Highness The Duke of York, KG, in 2013. We have 120 boarding places and warmly welcome applications from boys aged 13-18.

We offer a diverse, welcoming and inclusive environment with boarders' well-being at the heart of their care. The boys are supported by a full team of residential staff, including House Tutors and Matrons. The residential team is led by

the Senior Housemaster who oversees boarding life and the weekend activity programme.

Alongside Whitgift's Personal Social and Health Education (PSHE) programme, Founder's House boys undergo a boarding specific programme of personal development in their year groups. Weekend activities add to their development and confidence by giving boys opportunities to broaden their horizons and try out new activities and pursuits.

We have a modern approach in supporting boarders' individual talents, encouraging independence and personal growth through a broad and exciting co-curricular programme, with outstanding

sport and music facilities. Boarding at the school means boys gain greater value from the exceptional facilities and unrivalled co-curricular provision and our flexi boarding offering means access for more students to play at evening performances and sporting fixtures.

A large proportion of boarders come from various parts of the United Kingdom, and there are students boarding at Whitgift from 20 other countries across the world. This greatly enhances the School's international dimension, which is an important influence on so many areas of Whitgift life.

Partnerships: bringing sport to all



We are constantly being told by the government, medical professionals and the media, about the importance of physical activity for the mental and physical health of children. As educators, none of this is a surprise – it's our job to know what children need, and we work hard to make sure they receive it to the best of our abilities.

What might have come as a surprise to a few however were the recent cuts to school funding in England which, in turn, will lead to things like sport and music being taken off the curriculum of many schools across the country.

But, like many boarding schools, Oswestry School is trying to do its bit to partner with local schools to help students who might not have access otherwise to great facilities. As part of our ongoing project to promote sports to all students we invited England Netball team Head Coach Tracey Neville MBE to coach a masterclass for pupils of Oswestry School and schoolgirls across the county.



Sofie Suckley

Head of Academic PE, Oswestry School

Pupils were provided with an environment to stretch and develop physically and personally. With the completion of the newly constructed Momentum Sports Hall, we have been able to offer opportunities to children who may not otherwise have access to these sporting facilities. Netballers from a range of primary and secondary schools across Shropshire were invited to attend the masterclass and learn key skills from Tracey Neville.

Tracey started playing netball at county level when she was 14 and first represented her country in 1993 when she competed for England in the 1998 and 2002 Commonwealth Games. Since then Tracey has been dedicated to raising the profile of netball throughout the country and was appointed coach of the England netball team in 2015.

The girls selected for the masterclass ranged from local day children to international boarders and they all spent an hour with Tracey learning key skills and then transferring them to fast-paced games. For many meeting Tracey was an opportunity they normally would not have had in their current schools. The session allowed the girls to get close to a sporting hero and receive the best netball training. Staff from guest schools also enjoyed the experience making notes, filming the session and networking with their peers. Following training Tracey held an informal question and answer session and answered questions including ***"Who buys the best Christmas presents – Gary or Phil?"*** to ***"What has been the highlight of your career?"***.

It was a great opportunity for the school and pupils to have such Tracey visit. It is important we offer these opportunities to our local community as well as to our own pupil.



“Ducks to water!” you say:

“Really, so far so good.”

*It's often very easy to say these things early in the year.
But homesickness tends to hit students at different times – and in different ways.*

*While some lucky children won't suffer from it at all –
Diane Riley; Head of Boarding at the newly opened Letovo School in Moscow,
tells us of her tricks and tips for helping students
through what is often a very tricky stage.*

Boarding

Adaption: homes

Our school is the result of Vadim Moshkovich's (photo top-right, opposite page) vision for an exceptional school for talented and gifted Russian students, and has been a long-term project led by Mikhail Mokrinskiy, the School Principal. As part of the transition of students into Letovo, the school involved prospective families and students at every stage creating effectively a ready-made Letovo family.

However, that does not mean we will not hit the few odd bumps, nor does it mean that none of our boarders will suffer from homesickness.

Luckily the Boarding team were ready for any homesickness upon arrival to their boarding houses on the first day of school. They had already planned a unique and bespoke year-long Residential Life curriculum based on a podcast idea – so it relates to the life skills our young people require in this modern age of rapid technological communication, as well as the requisite weekly house meeting to prepare everyone for the fun packed programme. The children themselves were well prepared to combat any homesickness. Along with creating their own social network chat groups and the visiting the school regularly before the start of the year, they met with teachers and other staff during the rounds of exams during the admission process, so they were prepared to “expect the unexpected”.

As a highly selective school, the pressure students can sometimes feel may expand or amplify any feelings of homesickness. But to counter-act this, we



Diane Riley
Head of Boarding, Letovo School

have practical actions for our pastoral staff to use to help support students through what is a short – but very difficult – period of adjustment:

Homesickness is normal, and preparation is key. Make sure you remind the student feeling homesick is normal – that there is nothing wrong with them and remind them to not compare their experiences with their peers. Make sure new students (and their parents) are prepared for the change in schedule when becoming a member of a boarding community. While technology can help, it can also perpetuate the sense of displacement and absence, so let new students and their families know your

school's position on the use of technology as early as possible.

Distraction techniques and keeping busy. Involve all students in House activities, both on and off site, and try to and offer a range of activities early on to meet the majority of interests and address language barriers: exploring the local area, an introduction to the local culture, sporting activities, craft activities, organised “down time” in House.

Be supportive. Homesickness is normal and sometimes difficult for the individual to deal with. At the same time, maintain the new school/House schedule as much as possible. Remember too that you aren't the only person that can help students settle in. Does your House have a buddy system utilising the strengths and knowledge of the more established students in welcoming new faces?



sickness

When discussing what the boarding staff wished for their open-minded students many obvious answers came to mind but overwhelmingly joy floated to the surface. Joy of learning, joy of seeing their boarders nestled safely into their new campus and homes.

We send you greetings from Letovo School and our very best wishes to any of you welcoming Russian students into boarding.



Photos courtesy of Letovo School

Developing a broad and vibrant co-curricular programme is one of the key cornerstones of any boarding school. The challenge of the co-curricular is to provide a breadth of activities and enough flexible options to engage the interests of every member of the school community. The enrichment programme is an area of school life that should aim to replicate family life to develop a child's sense of identity and foster enjoyment. This plays an integral part in the pastoral care of each pupil, and successful programmes will offer a full range of activities to encourage children to be busy, active, and engaged in school life.

The co-curricular programme is also an aspect of boarding life where a school can develop points of distinction. With outstanding academic provision and first-class pastoral support a given – a school can provide clear points of differentiation through the sports and activities it offers. In fact, families will often choose a school on the basis of its enrichment offerings. This programme is one of the key areas where a school has genuine choice and, as such, is a valuable barometer of the culture and ethos of the school.

Creative thinking, strategic planning and prioritisation allow a school to develop outstanding facilities and first-class coaching/teaching in less traditional school sports such as tennis, golf, swimming and football. However, what must underpin this is an ethos of participation, excellence and enjoyment to ensure that every pupil has the same opportunity to develop a passion for sport for a lifetime.

While we offer a huge array of co-curricular offerings, at Culford we also encourage all pupils to get involved in sport and found that to do so effectively, a structure had to be created that allows this to happen. From the youngest year groups through Sixth Form, sport is integrated into the timetable and delivered by the physical education department. This approach ensures that our pupils develop a broad physical literacy, and they participate in a programme designed to be inclusive. To this end, every child has provision and access to breadth of sports, first class facilities, and highly qualified teachers/coaches.

Boarders have access to a fully staffed sports and tennis centre, seven days a week from 6am until 10pm. This set-up provides recreational and sporting opportunities similar to those they would receive at home. Creative partnerships ensure access to club sports on the school site

Setting yourself apart:

co-curricular offerings



Dave Watkin
Assistant Head,
Culford School

and encourage pupils to further develop their interest in particular sports. For example, Culford partners with the Bury Hockey Club, the LTA, local clubs and association for swimming netball, martial arts, basketball and dance.

Many parents choose Culford for the holistic and approach and all-round approach we take to their child's education. By including sport into the academic timetable, we clearly communicate our priorities while integrating a broad curriculum. We also offer flexible timetables to pupils who have an interest and talent in a particular sport. Most importantly, the willingness of our academic staff to be flexible makes it possible for children to combine academic education with their passion for sport. The success of this arrangement is due to the continual communication between academic pastoral and sports staff, which is essential to ensuring that the needs of the student athlete remain at the centre of all decisions taken.

It is not easy to improve sports offerings. When making the decision – and it is a good decision – to build upon what you already offer, I would recommend that you retain a clear focus on why you are taking this step: to develop the skills and confidence in each child, to help them develop a passion for a sport and to be involved in it for a lifetime. Doing so requires a broader, more creative view of the sports timetable to ensure engagement of every pupil.

The school that is able to offer a rich and dynamic co-curricular programme with facilities alongside outstanding recreational opportunities for the entire boarding community will thrive and grow. Ultimately, it is within the co-curricular programme that schools truly have the opportunity to make a boarding experience a compelling choice for families.



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Opportunity is nowhere.

A **typo** or an **opportunity** for you to move forward?

I submit this article with sheer trepidation and in the hope that the editor will not change the title. So, here we go?

What did you see in the title? Did you think, what? Tracy Shand - a published author - can't spell! Or did a sentence come to mind? Did you use spaces wisely to create your own personal message?

*Did you read Opportunity is nowhere?
Or Opportunity is now here?*

Whatever sentence you make comes from the reality that you are living today. Feeling that there is no opportunity to move forward affects the day to day life that you are living. If you feel that you are moving towards an opportunity, then more positive emotions come to the fore. Your future is based on one thing - how you act and react which comes from your thoughts and feelings. How you use your spaces, aka time off when you can just be you, determines the life that you have. Think back to last week, how did you use those valuable times? Were you writing policies instead of spending time with your family? How can you use your



spaces more wisely to move forward in what is rapidly becoming a complicated world. When you change the way that you look at things, the things you look at change.

Opportunity is now here.

By being curious about this article you have taken the first step to recognise where you are. What is your vision beyond where you are today? How can you use your spaces to make this happen? Your life is only your life is you choose to courageously live it! So start today, add space management to your daily life. Your future self will thank you for it!

Contact Tracy Shand at Simply Boarding
<https://www.simplyboarding.com/>



Interview with Alan Lee

Alan Lee, former Republic of Ireland international player, who played almost 500 League games, has recently begun a new role as head of Culford School's new football programme. *Boarding School* magazine caught up with Alan to see how he was enjoying the new role.

How have you enjoyed working with a school, rather than with your football team?

It's surprising how similar the two groups are – both are about team work, support and understanding. It's just with one, you are part of the team; the other you're *running* the team. But I love teaching and working with kids to help them meet their full potential – whatever that may be.

As a student, how did you handle the pressure of school and sport?

I went to an independent school in Dublin where sports and activities were really important. They had an exceptional programme for rugby and, like many independent schools, didn't offer football. At one point, in the same evening, I was playing rugby and training with a football club! In the end they allowed me to drop rugby and play the other sports they offered; I was fortunate that the school was willing to be flexible.

Sport in general has given me so many friends and playing all different sports at school meant that I met many different types of people, which I really enjoyed and helped me handle the pressure at the time.

How has coaching football evolved?

It's constantly evolving and, in some ways, going full circle. Ten years ago, the message from the main coaching bodies was to take all pressure off young players. Now they've realised that this eliminated one of the main aspects of the game: the importance of being competitive and the challenge of winning. These days good coaching practice involves teaching players about decision-making and giving them more ownership of their own development.

A career as a professional athlete is not an easy one. What advice would you give students?

It's very true. For all the wonderful highs – and you can't buy the experience of playing, winning, forming close relationships with a team – all those moments take an incredible amount of hard work and dedication. There are also moments where you've given your all and things don't go your way, so being resilient and having the right mentality is important.



What advice would you give teachers who have a student hoping to follow a sporting career?

I would emphasise the hard work involved. Players need to relish that to improve and compete.

You have two young children – would you like to see them follow in your footsteps?

I'd be lying if I said no. I would like them to excel at a sport purely because I know how much it has given me. It's taught me you get out of life what you put in, and sport is a good way of teaching that lesson.

If you weren't a footballer – what would you be doing?

I'd quite like to be a farmer.

Building relationships through the **BSA** forums

Boarding is a community – everyone knows everyone else. We often find that teaching, pastoral and support staff simply move around within boarding, changing roles and schools, but not leaving the sector.

But we are a geographically dispersed community (with schools spread throughout the UK and internationally) and each region has its own unique concerns, opportunities and cultures.

As part of our ongoing mission to promote boarding excellence, as well as helping to build and maintain relationships between schools, the BSA has over the last two years created and supported new regional forums. For all boarding schools within the region – state or independent, prep to sixth form, co-educational to single-sex – these forums bring us together, under the BSA banner, to discuss issues specifically relevant to that region.

Our forum schedule is ever-growing, with the well-established State Boarding, Welsh, Scottish, South East, South West, Prep and Safeguarding forums being joined in 2018 by others in Ireland, East of England and the Midlands.



Chris Ryan
*BSA Membership
and Marketing Manager*

The regional forums are chaired by either a representative of the hosting school or a nominated chair, and each gives attendees a unique chance to share concerns and celebrate successes with their peers.

Driven by attendees, the dates and procedures of each forum are agreed locally by members with the majority meeting two or three times a year: autumn, spring and summer terms. The agenda of each meeting is agreed by the Chair, BSA representative and the Head of the host school.

The forums are always well-attended by a range of colleagues from member schools, Heads through to Houseparents, Deputies and Marketing Managers. External speakers have included staff from Ofsted, Scottish Council of Independent Schools (SCIS), Welsh Independent Schools Council (WICS) and the National Confidential Forum (Scotland).

The forums are an opportunity to discuss issues of interest locally, nationally and internationally as well as an opportunity to network with peers, tour round another school and visit some stunning locations.

If you are interested in learning more about our regional or other forums, please contact BSA Membership and Marketing Manager Chris Ryan via chris@boarding.org.uk

Training with the **BSA**

As the premier supplier of training for the boarding sector, there is very little the BSA does not cover. The Advanced Certificate and Diploma courses are the most in-depth training package offered to staff in boarding schools. Specifically designed to meet the needs of boarding staff, they cater for both boarding professionals and those starting out in boarding. Boarding School magazine sat down with Allison Onions to discuss why she loves the course, and what advice she would offer those who are interested in the programme.

How long have you worked in boarding?

I have worked in boarding for 20 years and this is my first year as a BSA tutor – it's exciting to be able to use my years of experience to help others through their boarding journey!

What do you like about the Advanced Certificate Course – and why do you think it's important for people to do?

I love that it's a structured programme, with a set amount of training days to attend and an assessment at the end. The course is designed to (and I quote the BSA) 'Meet the practical needs of boarding staff and provide an internationally recognised qualification in Boarding Education.'

This is I think, the very essence of why the course is so important to undertake. Not only is it widening and enhancing your own knowledge – and hopefully impacting positively and practically on your own practice in your own schools – but it serves to add that layer of professionalism to the role.

Roles in boarding houses, especially for those who are house parents, have grown hugely in recent years. Parents expect (quite rightly) a lot of communication, there are greater and growing issues around social media, mental and physical health – to name but a few. It is only right the staff involved are able to train and educate themselves, to give the best possible care and support. The BSA Certificate is great for schools as it helps inform practice, but also in providing individuals with building blocks for a boarding career path.

What do you enjoy most about the Advanced Certificate Course?

I enjoy the chance to meet other boarding professionals, some of whom are just starting their boarding career, and to be involved in the exchange of ideas both formally in a group discussion, or casually over the coffee pot! As well as (hopefully!) being able to offer some advice along the way.

What problems or concerns do people raise when thinking about taking the course?

The course is definitely time-consuming – both in research and writing the assessment. But this is balanced by what individuals will get out of it: a forum to discuss, explore and learn. The chance to meet other professionals doing a similar job, to be given the skillset to make a change in your own workplace, and increasing knowledge for your own CPD.

But don't feel daunted by the workload, or maybe you feel your 'essay days' are behind you. Good support available from tutors, BSA and (hopefully) your own school!

And it is worth the effort: for you, your school and most importantly for the children in your care.

Do you have a weird or memorable moment doing a course?

Realising someone on the course is the son of house parents I used to be an assistant for. He was 12 when I worked with his parents – so I officially feel old!



Allison Onions
BSA Advanced Certificate
in Professional
Development course
tutor and Houseparent,
St George's School,
Windsor

BSA MEMBER LIST

Abberley Hall School	Burford School	Felsted School (incl Prep)	Leighton Park School
Abbey College, Cambridge	Burgess Hill Girls	Feltonfleet School	Leweston School
Abbey College, Manchester	Caldicott School	Fettes College (incl Prep)	Lime House School
Abbots Bromley School	Cambridge Centre for Sixth-form Studies	Foremarke Hall, Repton Preparatory School	Lincoln Minster School
Abbotsholme School	"Cambridge Tutors College "	School	Liverpool College
Abingdon School	Campbell College	Forres Sandle Manor School	Llandoverly College
Abrar Academy	Canford School	Framlingham College Preparatory School	Lockers Park School
Ackworth School	Cardiff Sixth Form College	Frensham Heights School	Lomond School
ACS Cobham International School	Cargilfield School	Frewen College	Longridge Towers School
Adcote School	Casterton Sedbergh Preparatory School	Fulneck School	Lord Wandsworth College
Al Jamiatul Islamiyyah	Caterham School	Fyling Hall School	Loretto School
Albyn School	CATS College, Cambridge	George Watson's College	Loughborough Grammar School
Aldenham School	CATS College, Canterbury	Giggleswick School	Luckley House School
Aldro School	CATS College, London	Glenalmond College	Luton School
Aldwickbury School	Chafyn Grove School	Godolphin School	Ludgrove School
All Hallows School	Charterhouse School	Godstowe Preparatory School	LVS Ascot
Amesbury School	Chase Grammar School	Gordon's School	Maidwell Hall School
Ampleforth College	Cheam School	Gordonstoun School	Malvern College
Appleford School	Chelsea Independent College	Great Ballard School	Malvern St James
Ardingly College	Cheltenham College	Gresham's School (incl Prep)	Marlborough College
Ardvreck School	Cheltenham Ladies' College	Haberdashers' Adams	Marlborough House School
Ashby School	Cherwell College Oxford	Haileybury and Imperial Service College	Marymount International School
Ashdown House Preparatory School	Chetham's School of Music	Hampshire Collegiate School	Mayfield School
Ashfold School	Chigwell School	Handcross Park School	Merchiston Castle School
Ashford School	Christ Church Cathedral School	Hanford School	Mill Hill School Foundation
Ashville College	Christ College, Brecon	Harrogate Ladies' College	Millfield Preparatory School
Ashwicke Hall School	Christ's Hospital School	Harrow School	Millfield School
Atlantic College	City of London Freeman's School	Hatherop Castle School	Milton Abbey School
Aurora Eccles School	Claremont School	Hazlegrove Preparatory School	Monkton Combe Preparatory School
Aysgarth School	Clayesmore Preparatory School	Headington School	Monkton Combe Senior School
Badminton School	Clayesmore School	Heath Mount School	Monmouth School for Boys
Barnard Castle School	Clifton College	Heathfield School	Monmouth School for Girls
Barnardiston Hall Preparatory School	Clifton College Preparatory School	Hereford Cathedral School	Moor Park Charitable Trust Ltd
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Battle Abbey School	Colchester Royal Grammar School	Highfield School	More House School
Beachborough School	Concord College	Hockerill Anglo-European College	Moreton Hall Prep School
Beauesert Park School	Copthorne Prep School	Holmewood House School	Moreton Hall School
Bedaes School	Cothill House School	Holmwood House School	Moulsford Preparatory School
Bede's Preparatory School	Cotswold Chine School	Holyport College	Mount Kelly School
Bede's Senior School	Cottesmore School	Horris Hill School	Mount St Mary's College
Bedford School	Cranbrook School	Hurstpierpoint College	Mowden Hall School
Bedstone College	Cranleigh School	Hurtwood House School	Moyles Court School
Beechen Cliff School	Culford School	Ipswich High School	Myddelton College
Beechwood Park School	Cumnor House	Ipswich School	New Hall School
Beechwood Sacred Heart School	Cundall Manor School	Jamea Al Kauthar	Northbourne Park School
Beeston Hall School	Dallam School	Jersey College for Girls	Northeast Manor School
Belhaven Hill School	Darul Uloom Dawatul Imaan	Junior King's School	Oakham School
Bellerbys College, Brighton	Dauntsey's School	Kensington Park School	Ockbrook School
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Bellerbys College, London	Dean Close Preparatory School	Kent College, Pembury	Old Swinford Hospital
Belmont Preparatory School	Dean Close School	Kent College, Canterbury	Orwell Park School
Benenden School	Dean Close St John's	Keswick School	Oswestry School
Berkhamsted School	Denstone College	Kilgraston School	Oundle School
Bethany School	DLD College, London	Kimbolton School	Packwood Haugh School
Bilton Grange School	Dollar Academy	King Edward's School, Witley	Padworth College
Bishop's Stortford College	Dorset House School	King William's College, Isle of Man	Pangbourne College
Bishopstrow College	Dover College	Kingham Hill School	Papplewick School
Bloxham School	d'Overbroeck's	Kings Bournemouth	Perrott Hill School
Blundell's School	Downe House School	King's College Saint Michael's	Peter Symonds College
Bootham School	Downside School	King's College School	Pinewood School
Bosworth Independent College	Dragon School	King's College, Taunton	Plymouth College
Boundary Oak School	Dulwich College	King's Hall School	Pocklington School
Bournemouth Collegiate School	Dulwich Preparatory School, Cranbrook	King's School, Bruton	Polam Hall School
Box Hill School	Durham School	King's School, Ely	Port Regis Preparatory School
Bradfield College	Eagle House School	King's School, Rochester	Prestfelde School
Brambletye School	Eastbourne College	Kingsley School	Princess Helena College
Bredon School	Edge Grove School	Kingsmead School	Prior Park College
Brentwood School	Edgeborough School	Kingswood Preparatory School	Prior's Field School
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Reed's School
Rendcomb College
Repton School
Richard Huish College
Riddlesworth Hall Preparatory School
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Rochester Independent College
Rockport School
Roedean Moira House
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Rugby School
Ruthin School
Rydal Penrhos School
Ryde School with Upper Chine
Rye St Antony School
Saint Felix School
Saint Ronan's School
Salisbury Cathedral School
Sandroyd School
Scarborough College
Seaford College
Sedbergh School
Sevenoaks School
Sexey's School
Shaftesbury School
Shebbear College
Sherborne Girls
Sherborne International
Sherborne Preparatory School
Sherborne School
Sherfield School
Shiplake College
Shrewsbury School
Sibford School
Sidcot School
Sir Roger Manwood's School
Skegness Grammar School
Slindon College
St Andrew's Preparatory School, Eastbourne
St Andrew's School, Pangbourne
St Catherine's, Bramley
St Christopher School
St Clare's, Oxford
St David's College, Llandudno
St Edmund's School, Surrey
St Edmund's College, Hertfordshire
St Edmund's School, Canterbury
St Edward's School
St Francis' College
St George's School for Girls, Edinburgh
St George's School, Ascot
St George's School, Harpenden Academy Trust
St George's School, Windsor
St Hugh's School, Lincolnshire
St Hugh's School, Oxfordshire
St John's College School, Cambridge
St John's College, Southsea
St John's Beaumont Preparatory School
St John's International School
St John's School, Leatherhead
St Joseph's College
St Lawrence College (incl Prep)
St Leonards School, Fife
St Margaret's School, Bushey
St Martin's Ampleforth
St Mary's Calne
St Mary's School, Ascot
St Mary's School, Cambridge
St Mary's School, Shaftesbury

St Michael's School
St Paul's School, London
St Peter's Prep School
St Peter's School, York (incl St Olave's)
St Swithun's School
St Teresa's School
Stamford Endowed Schools
Stamford Junior School
Stewart's Melville College
Steyping Grammar School
Stoke College
Stonar School
Stonyhurst College
Stonyhurst St Mary's Hall
Stover School
Strathallan School
Summer Fields School
Sunningdale School
Sutton Valence School (incl Prep)
Swanbourne House School
Talbot Heath School
TASIS, The American School in England
Taunton Preparatory School
Taunton School
Teikyo Foundation
Terra Nova School
Terrington Hall School
Tettenhall College
The Chorister School
The Downs Malvern
The Duke of York's Royal Military School
The Elms
The Five Islands School
The Hammond School
The Harefield Academy
The King's School, Canterbury
The Leys School
The Mary Erskine School
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The Park School
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The Read School
The Royal Ballet School
The Royal Grammar School, High Wycombe
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Woodbridge School
Woodcote House School
Woodhouse Grove School
Worksop College
Worth School
Wrekin College
Wychwood School
Wycliffe College (incl Prep)
Wycombe Abbey
Wymondham College
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EUROPE

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American Collegiate Institute, Turkey
Berlin Brandenburg International School, Germany
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Cabella International Sahaja School, Italy
Château de Sauveterre, France
College Alpin Beau Soleil, Switzerland
College Champittet, Switzerland
College du Lemman International School, Switzerland
Ecole des Roches, France
Glenstal Abbey School, Ireland
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International School Eerde, Netherlands
John F Kennedy International School, Switzerland
King's College, The British School of Madrid, Spain
La Garenne, Switzerland, Switzerland
Leysin American School, Switzerland
Lundsbergs Skola, Sweden
Lyceum Alpinum Zuoz, Switzerland
Midleton College, Ireland
Open Gate Boarding School, Czech Republic
Rathdown School, Ireland
Sigtunaskolan Humanistiska Läroverket, Sweden
St Columba's College, Ireland
St George's International School, Germany
St George's International School, Switzerland
St Gilgen International School GmbH, Austria
St John's International School, Belgium
Survall Montreux, Switzerland
The Kings Hospital, Ireland

REST OF THE WORLD

Avi-Cenna International School, Nigeria
Brisbane Grammar School, Australia
British International School Phuket
Bromsgrove International School, Thailand
Chinquapin Preparatory School, USA
Day Waterman College, Nigeria
Epsom College in Malaysia
Frensham, Australia
GEMS Cambridge International School, Kenya
GEMS Cambridge International School, Uganda
Hangzhou Greentown Yuhua School, China
Harrow International School Bangkok, Thailand
Jerudong International School, Brunei
Kincoppal-Rose Bay, Australia
King Henry VIII College, Malaysia
Kolej Tuanku Ja'afar, Malaysia
Letovo School, Russian Federation
Marlborough College, Malaysia
Merchiston International School, China
Michaelhouse, South Africa
Miles Bronson Residential School, India
MIT Pune's Vishwashanti Gurukul, India
North London Collegiate School, Jeju, Korea
Peponi School, Kenya
Prem Tinsulanonda International School, Thailand
Pymble Ladies' College, Australia
Regents International School Pattaya, Thailand
Shattuck-St Mary's School, Malaysia
School of Leadership, Afghanistan (SOLA)
SIP Dulwich College Suzhou, China
St Andrew's Prep School Turi, Kenya
St Andrew's Senior School Turi, Kenya
St George's College, Argentina
St Joseph's Nudgee College, Australia
St Patrick's College, Australia
The Doon School, India
The Hockaday School, USA
The International School of Penang (Uplands), Malaysia
The International School, Bangalore, India
The Regent Secondary School, Nigeria
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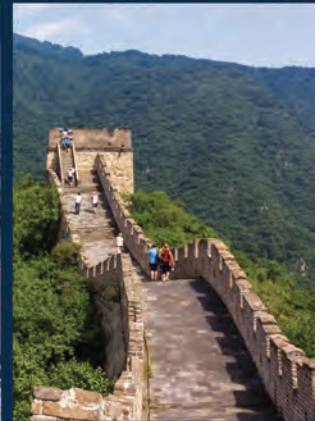
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Henry wears the 6th form suit with sky lining and contrast button hole detailing.



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