

Boarding School

THE MAGAZINE OF THE BOARDING SCHOOLS' ASSOCIATION

- | Building Character – Nick Wergan, BSA Chair
- | Boarding School Partnerships – Lord Agnew, Department for Education
- | Destination Ireland – Boarding in the Emerald Isle

Summer 2019



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Character and change

While people often struggle with change, in this issue of *Boarding School* you'll find many examples of where it's been a positive experience.

In his article 'Building Character' on page 6, BSA Chair Nick Wergan from Steyning Grammar reflects on the differences a change in career from investment banker to headteacher has had to his outlook on education. He believes 'The opportunity for a pupil to build their character in Boarding enables them to flourish at school' and in life beyond.

On page 14, Gareth Doodes, Headmaster of Dover College and Chair of the BSA South East Boarding Forum, reflects on the challenges of taking over a school on the day it received notice of a failed inspection. While indeed character building, Gareth's mantra of listening 'twice the amount of time that I talked' helped turn around the fortunes of Dover.

Over the border in Wales, Kinglsey Jones and the boarding teams at Haberdashers' Monmouth School have successfully navigated a programme of change management to bring together the former boys and girls school. Read more on page 56.

Lord Agnew, Parliamentary Under Secretary of State at the Department for Education and Colin Morrison, Chair of the Boarding School Partnership, reflect on the success of BSP in England and Wales since its launch in 2017 (page 12). It is a credit to our sector that so many vulnerable children are thriving in our schools.

I hope you enjoy this issue and look forward to welcoming Heads to our annual conference in May.



Aileen Kane
Director of Operations, BSA

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Boarding School Magazine

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Forty years ago ...

... this September I started boarding for the first time. I was 13 and was the product of one independent pre-prep, two state primaries and two independent prep schools.

I have clear memories of my first day and being shown my bed in the dormitory I was to share with 15 other boys. Some of the boys appeared to be in a 'gang' as they had all boarded at the same prep school. Others were first-timers like me.

Slowly but surely we all made our bonds, messed around, refused to get to bed on time, talked after lights out, tried to stay warm under freezing blankets and incurred the wrath and punishments of the 18-year-old prefects who 'ran the house' from 9pm until 7am the following morning.

When I visit boarding schools today, I am obviously struck by the difference between boarding houses today and what I encountered in 1979. There are no large dorms and no former hospital beds. There are carpets, curtains, proper heating and comfy social spaces. The food is immeasurably better and there is more of it.

When I meet boarding staff today, I am also struck by how much more involved they are in the running of their houses. Nowadays, they

'manage' their boarding houses, support boarders and are trained in pastoral care. That is indeed very different. So the boarding worlds of 2019 and 1979 are very different and there is no doubt that every change has been for the better. But for all that has changed in 40 years, one thing has not: young people living in close community away from home.

When I first started at the BSA, I was invited to revisit my old boarding house and speak to some Year 12 boarders. Given they had no idea who I was (or cared), it was not surprising that they struggled to think of anything to say or ask me.

Eventually one of them piped up and asked if my name was on one of the prefects' boards in the house dining room and whether I was still in touch with any of my friends with whom I boarded. I answered yes to both, but particularly the second question, because that was the one that really mattered.

To prove the point, a month or so ago, the boarders I met for the first time in my boarding house got together for lunch, as they often do.

So while I celebrate the huge strides and improvements boarding has made over the past 40 years, what I really celebrate is the enduring friendships that began on my very first day in boarding. Because ultimately it is the companionship of your boarding friends that matters most, not whether you have an en suite study bedroom.



Robin Fletcher
Chief Executive, BSA

Building Character



Nick Wergan
Chair, BSA

Headmaster, Steyning Grammar School

Before I discovered the rich and diverse life of leading education, teaching and boarding, I worked in the City as an investment banker. Life in that world was somewhat different to the world of a school, driven by maximising returns on investment, market intelligence, and the latest analytical reports. Instinctively, I cannot help reflecting on how an investment analyst might report on our UK boarding sector.

The risks for the sector are clearly there, with the 'customer base' investing in boarding no longer growing, reduced numbers in 'traditional' boarding and some schools closing their residential provision. Opponents of the sector might seize on such statistics to claim the sector has 'had its day' – a 'sell' note if you like on us in boarding.

In my view, they would be entirely wrong. Boarding numbers in ISC schools are higher than a decade ago – for every parent not choosing full boarding there is another choosing weekly or flexi boarding to suit the needs of family life. International demand remains high, and demand for Sixth Form boarding places is even stronger. On top of this, there are more UK schools starting boarding or entering the sector for the first time than are leaving it, and numbers remain strong in state boarding schools, where there are more than 5,000 boarders in addition to those in the ISC census.

There is however an even greater reason why any 'sell' note on the sector would be a mistake. Statistics and data tell part of the narrative, but they fail to capture the 'soul' of boarding, the reason why parents and students will continue to choose a

boarding education. This 'lightbulb' moment is about 'Building Character', and the extraordinary opportunity that learning and living in boarding provides our pupils. Thomas Edison had to work hard for his lightbulb moment; his work ethic and character overcame hearing difficulties and took him from railroad worker to one of the world's most famous inventors.

The importance of character in defining an individual, distinguishing them from another, is fundamental to our work in boarding – we are passionate about the unique advantage that modern boarding can give our students to develop their character and the force for good this creates for future generations.

I am delighted that the theme for this year's BSA Head's Conference (which I am fortunate enough to be chairing) is

'Building Character'. The opportunity for a pupil to build their character in Boarding enables them to flourish at school, to fulfill their potential academically, and to learn the character needed to become successful and happy adults. Boarding pupils develop their independence, their grit and their self-control in our boarding houses, with enriching curriculum, co-curriculum and super curriculum fostering endeavour that goes far beyond the exam halls. All with the best possible pastoral systems in the background or foreground as needed.

Boarders love to return to our schools after leaving, and they tell me explicitly how the character they developed living with us has uniquely advantaged them compared to their peers. Steyning Grammar alumnus Charlie told me: "I found that arriving at University I was definitely more organised with my time

than others who had never had these freedoms before; I felt far more mature, open-minded and culturally educated. I feel that Boarding was a crucial part of the formation of who I am today and that the many challenges and opportunities that it presented significantly accelerated my education."

Proponents and opponents of boarding can debate long and hard the merits of their side of the argument. But one thing that I believe that it is impossible to deny or disprove is that modern boarding builds character. Anyone who works in boarding, who lives and learns in boarding or who gives their son or daughter the chance to experience boarding, knows this to be true – the evidence of it is clear and present in the UK's 500+ boarding schools every day of the week.



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Heads

on the move



HARROW SCHOOL BANGKOK

New Head: **Jonathan Standen**

Jonathan Standen became Head Master of Harrow International School Bangkok from January 2019. Former Head Master of Plymouth College and The Crypt School in Gloucester.



MALVERN COLLEGE

New Head: **Keith Metcalfe**

Keith Metcalfe became Headmaster of Malvern College in April 2019. He was previously Deputy Head Master at Harrow.



MOUNT KELLY SCHOOL

New Head: **Guy Ayling**

Guy Ayling has been appointed as the new Head Master of Mount Kelly School. Guy joins from Llandovery College, Wales.



PLYMOUTH COLLEGE

New Head: **Jonathan Cohen**

Jonathan Cohen became Headmaster of Plymouth College in April 2019.



POCKLINGTON SCHOOL

New Head: **Toby Seth**

Toby Seth became the new Headmaster of Pocklington School in January 2019. He was previously Deputy Head at the King's School in Macclesfield.



REPTON SCHOOL

New Head: **Mark Semmence**

Mr Mark Semmence became Repton School's 36th Headmaster in April 2019. Mark is currently Headmaster of Mount Kelly, a position he has held since September 2014, and prior to this was Assistant Head Master at Rugby School.



SCARBOROUGH COLLEGE

New Head: **Guy Emmett**

Guy Emmett took up the post of Headmaster at Scarborough College in January 2019. Guy previously worked at Rossall, Ackworth and Millfield.



THE HAMMOND SCHOOL

New Head: **Jennifer Roscoe**

Jennifer Roscoe joined The Hammond School in 2017 as Vice-Principal and was appointed Principal in January 2019.



THE KING'S HOSPITAL SCHOOL

New Head: **Mark Ronan**

Mark Ronan became Headmaster at The King's Hospital School, Dublin, from January 2019. Mark was previously Head at Pocklington School in Yorkshire, and Deputy Head at Trent College.



BEDSTONE COLLEGE

New Head: **Wendy Martin**

Wendy Martin became Head of Bedstone College in April 2019. Previously Wendy was Deputy Head at Trinity School, Devon.



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Pippsowner School



Farnham College



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Growing from strength to strength

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

- Beechgrove School
- Cardiff Academy
- The International School of Paphos, Cyprus
- Thetford Grammar School
- Toowoomba Anglican College and Preparatory School, Australia
- New School, Georgia
- Scarisbrick Hall School

Our 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:

- Adcote School
- Beaudesert Park School
- Epsom College
- Oakham School
- Oundle School
- Rencomb College
- The International School Bangalore, India
- St Columba's College, Dublin

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



Boarding School Partnerships



Colin Morrison OBE
Chair, Boarding School Partnerships

It is just over 18 months since we launched Boarding School Partnerships (BSP) as a network funded by the BSA and the Department for Education. But the concept really is nothing new. More than 60 years ago, I was funded at boarding school by Essex County Council at a time when many local authorities were involved in such placements for vulnerable young people.

My own experience motivated me to become a Trustee and, for 15 years, chair of the Royal National Children's Foundation (now part of Royal SpringBoard) and to work alongside then Schools Minister Lord Adonis (another beneficiary of local council-funded boarding) on the Pathfinder project which, in many ways, was the predecessor of the BSP.

Even though local authorities have never matched the many thousands of boarding placements they were making when I was a boarder in the 1960s, some children's services departments have been funding boarding places during the 10 years since Pathfinder.

The stand-out has been Norfolk County Council which has been consistently funding boarding placements since the RNCF's collaboration in the Pathfinder project. The BSP's research last year into the largely successful outcomes of Norfolk boarding placements attracted widespread interest from many local authorities. But some LAs were less surprised by the findings, simply because they too have been making boarding placements, albeit usually on a lower level than in Norfolk.

In some ways, that 'so what?' reaction (rather than the hugely encouraging results from Norfolk) helps to confirm my personal optimism about the prospects for encouraging many more local authorities to consider boarding placements. Our task quite simply is to persuade all local authority children's and young people's services to put boarding places on the 'menu' of possible choices for the personal development of vulnerable young people in and on the edge of their care. All rather than just some.

The BSP's strategy for achieving what would become a quantum leap in LA boarding placements is:

- To build relationships between local authorities, boarding schools and the specialist charities
- To build a knowledge bank of research, 'best practice' guidelines and case studies to inform boarding placements
- To act as a catalyst for the development of financial and other incentives to promote boarding opportunities for vulnerable young people.

Of course, that is easier said than done. But I believe our progress can be demonstrated by the large proportion of local authorities in England and Wales now signed up to our website, most of which have attended one of our conferences. We can certainly show that many more local authorities are actively discussing specific boarding placements than has been the case for many years.

The boarding schools and charities (like Royal SpringBoard, Buttle UK and Reedham) which have been collaborating so effectively in the support of vulnerable young people, especially during the past 15 years, have become all too familiar with some traditional scepticism about boarding. But I believe there has been a sea-change in attitudes to 'assisted boarding' throughout local authorities and also right across politics.

Our December conference was notable because it was attended by a larger number of LAs than have ever before and was addressed by two Government ministers (Lord Agnew and also Nadhim Zahawi) who both enthusiastically support Boarding School Partnerships.

If anything, the danger now lies in continuing to recount those former prejudices rather than permitting many LAs to demonstrate their change in views, as a result of better information and, perhaps even, better boarding schools.

The success of BSP depends, more than anything else, on our determination to build those better relationships and understanding between LAs and schools. During this coming year, you will witness this determination through more research projects, regional network meetings, and discussions specifically to ensure the take-up of the BSP Partnership Bursaries.

At this stage, a mere 18 months into the life of the BSP, I would like to thank all the boarding schools with which we are collaborating, especially those offering BSP Partnership Bursaries. But the key to a virtual organisation (BSP has no staff, just an impatient Chair who pesters civil servants, the BSA and schools for support) is an effective support network. My special thanks are due to Lord Agnew, Royal SpringBoard's Ian Davenport, and the BSA's Robin Fletcher for their personal commitment, encouragement and support as we continue this important journey.



Lord Agnew

*Parliamentary Under Secretary of State
for the Schools System*

The Boarding School Partnerships (BSP) was launched in the summer of 2017 to help local authorities evaluate boarding placements for vulnerable young people in and on the edge of their care, by working closely with schools and specialist charities. It's been a very busy – but very encouraging – first 18 months.

The partnership is a fantastic initiative and one to which both the Department and I personally am fully committed.

I would like to take this opportunity to thank the 68 boarding schools which have committed to offering the 40% BSP bursaries. I recognise these bursaries are a generous offer by boarding schools and appreciate those schools' commitment to the BSP mission - underlined by the fact that most of those who signed up to the bursaries did so within a few days of being asked, and during the school holidays.

These bursaries are the latest initiative by the BSP which, during its first 18 months, has:

- Built an increasingly busy and well used website for local authorities
- Undertaken longitudinal research into 52 vulnerable young people placed in state and independent boarding schools by Norfolk County Council over the past 10 years

- Organised three conferences attended by representatives of some 60% of local authority children's services departments in England and Wales
- Held regional meetings in London and the West Midlands to build closer relationships between boarding schools and local authorities.

This represents a hugely promising start for the BSP. But I am even more pleased that we are continuing to increase our activities to help ensure many more vulnerable young people in and on the edge of care can get the opportunity of a boarding school placement whenever it is appropriate.

Over this next year, the BSP will be undertaking more research into boarding school outcomes for vulnerable young people and extending its plans to establish regional groups that will help local authorities take advantage of the generous BSP bursaries.

The BSP mission is a long journey on behalf of this country's vulnerable young people – all of whom deserve our support. I thank the BSA and its members for their support so far and look forward to seeing the results of our continued collaboration in the months and years ahead.

A tale of schools

One of the most satisfying jobs as a Head is to be faced with a challenge so great the outcome is either Monte Carlo or bust. Wholescale change management in schools is however littered with pitfalls. Failing restaurants are either closed permanently or follow a familiar format as seen in Gordon Ramsay's Kitchen Nightmares: the place is shut, the menu reformatted, the staff re-trained, the procedures re-calibrated, the building renovated. Do the same to a failing school and - in our sector at least - it would be goodnight, Vienna.

The damning draft inspection report following a full ISI inspection the month before I arrived was the first email I received on my first day as the College's new Headmaster. It failed the College's Safeguarding, Leadership, Management and Governance. I had known something bad was coming, and although the scale blew me away, as a leader it was one of the most empowering documents I've ever read.

Experience had taught me I needed to bring on board a common room and a governing body that had suffered a significant body blow. My rugby coach at prep school once told me that I had two ears and one mouth, and had to listen for twice the amount of time that I talked. Bringing the management team around me, I listened for a month and did little else. I sat with pupils at lunchtime, staff at breaks, Housemasters and Housemistresses in the evening, parents in the car park, Governors on the 'phone and meeting for meals in London. The conclusions were unanimous: I needed to implement significant change decisively.



Gareth Dodes
Headmaster, Dover College
Chairman of the BSA South East Forum



DOVER COLLEGE

I started by completely restructuring the SMT. A new position of resident Deputy Head Pastoral who would also be the DSL was created, and two new Assistant Head positions were put in place in the Junior School with the Pastoral Assistant DSL level trained. For visible change and leadership, my office was moved from an area away from pupils to the heart of the school. A lightweight development plan was hastily put in place in case of another inspection, a more thorough plan to be written at later date. New safeguarding training procedures were implemented and every single policy at the College was reviewed, updated, and often rewritten. A new professional development programme was launched. The Governors took my

advice and adopted a new committee structure. In January 2017 a new Chairman of Governors was elected; he has given me wonderful support and quickly became one of my closest confidantes.

The key appointment was my Deputy Head. Heads often have the accusation of nepotism levelled at them when making senior appointments, and this was no different. I didn't have the time to train up someone to my way of working, so I appointed Simon Kibler, a Housemaster who had worked with me before. A brilliant man, his arrival in the September of 2015 completely changed the leadership balance of the school and after two terms enabled me to focus

on an area that had been left until the fundamentals had been addressed, pupil recruitment.

Recruiting boarding pupils to a small school is never easy, but when you have significant reputational damage to contend with it is a greater challenge. The way to deal with this was to re-connect with agents throughout the world, and also with prep and feeder school heads, reassuring them face to face that the College was worth considering again. Over the last five years I will have visited four continents, exhibited at nearly 20 education fairs and reconnected with over 120 agents. A new Registrar joined the College in 2017 and immediately focused on targeted markets, herself jetting



around the globe and waving the College flag. These efforts have produced results, increasing our boarding recruitment annually by just under 10% from 2016. Day recruitment has increased at Year 7, and retention at this level and Year 12 has gone from around 40 percent loss, to less than five percent. Our local reputation improved with a new marketing campaign, website and use of social media platforms to get into prospective parents' feeds. I tweet, write articles for the local press, and celebrate what the College is doing at every opportunity. Every Friday I write a newsletter called 'A View from the Close' to provide weekly communications to parents - we're now on the 130th edition.

The final task of the new management team was to propose a development plan to the Governors. A draft new plan to coincide with the 150th anniversary of the College's foundation in 2021 was sent to all stakeholders. An open forum with the public was held. The Governors appointed Dr Ralph Townsend, latterly of Winchester College who started his teaching career at Dover, to facilitate discussions. The management team visited numerous schools across the UK. The new strategy was driven by a new curriculum that took the best options from the IB, the UK system and international schools, combining them into a Years 1 - 13 Connected Curriculum providing sector-leading enrichment and high quality teaching and learning. A focus on creativity and extra-curricular opportunities resulted in the planned building of a new theatre, astro pitch and pavilion, plus a complete classroom renovation programme and House upgrade.



DOVER COLLEGE

Five years on and the College has passed its subsequent no-notice and compliance inspections with flying colours. The Kent LADO uses us as an example school and my DSL now trains DSLs. In 2018 the College was shortlisted for a TES Award for its marketing Campaign, Think Differently. This year it was shortlisted for three TES Awards – the Strategic Initiative of the Year for its new curriculum, and the Senior Leadership Team of the Year.

The award I am proudest to be shortlisted for is for Boarding School of the Year. A school that just under five years ago was staring possible closure in the face, that had plummeting numbers, that had what many said was irreparable reputational damage now has a rising school roll, an invigorated and inspiring common room, is seen as an innovative and forward-looking school of choice with an exciting curriculum, and is shortlisted for three prestigious national awards.

That makes me an enormously proud - of my pupils but especially my staff and governors who believed in me when I stood up in front of them at the end of that dark January in 2015 and said 'let's together make this happen.' And we did.

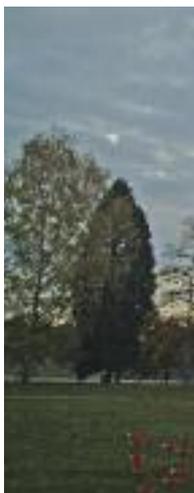


BOARDING
SCHOOLS
MARK A
CENTENARY
SINCE WW1
ENDED



Boarding schools hold a unique place within their communities. No matter where they are located, or where the student cohort originates from, the school and its pupils are key members of local society. The outbreak of World War One in 1914, and the subsequent four years of bloodshed, saw schools' lose teachers, alumni and pupil family members. These losses reverberated throughout their communities and are still felt now.

Many BSA member schools commemorated the end of the Great War and a selection of these commemorations are published here.



→ **1. Abingdon School:** the boat crew that was lost to the Great War.

It is an iconic image: Wednesday March 4, 1914, 21 past and present members of the Abingdon School Boat Club posed beside the Thames prior to their annual boat race; the 1st IV rowing crew taking on former pupils from the School. The School's crew – Hilary Donkin, Arthur Davenport, Frank Lupton and Alan Eason – beat the Old Abingdonians "easily".

Five years later, nine of the young men in the photograph were dead. Donkin was the only member of the 1st IV from 1914 to survive the war.

It was this photograph and the ensuing loss of such young lives that gave Keith Hoult, father of current Abingdon

School pupil, Matthew Hoult, the idea of making a commemorative film for the centenary of the Armistice. It is based on the 1914 1st IV and their coach, the science master Sidney Harold Baker, who was killed in March 1918.

Narrated by the School's archivist, Sarah Wearne, the film intersperses contemporary footage of Abingdon's current rowers with images of those who died, creating a poignant reminder of just four of the young lives lost during the First World War over a hundred years ago.

2. Bromsgrove School: 'the one place where I most want to be remembered, for my heart was in it' - Lieutenant R. Hartley, former pupil, killed October 26, 1915 aged 24 years.

At the Bromsgrove School office, there is a complete set of Bromsgrovian magazines dating back to 1881. They are an incredible insight into life then at Bromsgrove.

So much of uncovering stories in archive collections is about breathing life into the documents: imagining the personality in a photo, a family's pride at a sporting achievement and the despair of a Headmaster writing his 59th letter of condolence to a family whose barely 20-year-old son has lost his life on a battlefield.



(4)



(2)

As we approached the 100th anniversary of the end of WW1, our thoughts and prayers turned to the fallen. We will continue to remember the individuals who sacrificed their lives for the benefit of those in the present and future for evermore. But 2018 was different. This was 100 years – as our Headmaster has said to pupils on the subject of WW1 on many occasions, far enough back for events to be just out of reach of our time on earth. Yet close enough to be within touching distance of our personal experiences and memories. This is especially true when many of those accounts are so close to home.

As we remember those lost, we also look to the future, ensuring we continue to learn from the past, challenge our own views and enjoy every new experience that comes our way.

We will never forget. Deo, Regi, Vicino. ('For God, For King, For Neighbour', Bromsgrove School motto).



(3)

3. Dean Close School: To commemorate the end of World War 1 135 former Dean Close pupils died during the four-year conflict. To commemorate the sacrifice made by those individuals, the School organised a programme spanning six months and included pupils from age two to 18. The youngest pupils initiated the programme by planting poppies in April, followed by a photography exhibition at the Senior School presented by a current parent honouring the spouses of those in the military.

In the days leading up to Armistice Day, the Prep School built a replica trench and pop-up museum, pupils had their *Poppy Poems* published in *Cotswold Life Magazine*, the boarding community held a truce football match, the whole School joined together for a Victory Lunch and the Senior School created a Tree of Remembrance on the wall of the School's Art Gallery. The week ended with a Choral Concert of *The Armed Man Mass* by Carl Jenkins at Tewkesbury Abbey and a Remembrance Service in the School's chapel, with a dedication to the Poppy Cloister featuring poppies bought from the Tower of London to represent each of the fallen past pupils.

4. Gordon's School: Piping for Peace

As dawn broke on Sunday November 11, 2018 the centenary of the end of the First World War, the solitary figure of Gordon's School Piper, Edward Lee, played the lone piper lament 'Battle's O'er' at the Guildford Cathedral Tower, beginning commemorations across the county.

The event marked the start of a day when students, parents and staff from Gordon's in West End, Woking assembled for the Parade and Remembrance Service taken by School Chaplain the Reverend Sarah Norbron. Dressed in their Blues uniform and accompanied by Pipes and Drums, the students marched and remembered the sacrifices of so many including the 155 former students killed in action during the First World War.

Wreaths were laid and two minute's silence observed by staff, students and their families, many of whom currently serve their country in the Forces. Poppies made by the students were 'planted' next to the statue of General Charles Gordon.





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→ 5. Mill Hill: Continuing the tradition

Around 1,000 pupils and members of staff at Mill Hill School and The Mount, Mill Hill International, came together on Friday November 9, 2018 at 11.00 to mark the centenary of the 1918 Armistice and to honour former Mill Hill pupils who lost their lives in the First and Second World Wars, as well as later conflicts in the twentieth century. In a ceremony that has taken place at Mill Hill annually for nearly 100 years, pupils and staff assembled in front of the School to hear readings, lay wreaths in memory of the fallen and to observe two minutes' silence, before processing through the Gate of Honour. The Gate was built in 1920 to commemorate the School's war dead, and we hope those involved in its construction would be pleased to know that we maintain the tradition that they initiated.

We managed to find photographic portraits of the majority of the 193 Old Millhillian's who died during the First World War. For the first time during the Act of Remembrance, these portraits were displayed during a special Chapel service above the altar as their names were individually read out by The Head, Mrs Jane Sanchez. We also had high-quality sepia prints made of these portraits which are displayed around the oak panels in the Chapel. In so doing we were able to identify and empathise more fully with the tragic loss of all these young men, as we put faces to the familiar names.

6. The Leys, Cambridge and Queen's College, Taunton: An Armistice Centenary Rugby match.

The First XV Rugby played the Somerset school for the Hosegood Trophy which honours the memory of the three Hosegood brothers, members of a prominent Methodist family from Bristol. Gilbert was Head Boy at Queen's College while Ralph and Arnold attended The Leys.

The teams wore special strips – The Leys wore red, colour of the Army – and the Royal Marines Corps of Drums played before the game. The Mayor of Taunton was among the guests.

The Leys won 34-24 and were presented with the trophy by Paul Kirton, nephew of the Hosegood brothers.

James Clark, Director of Sport at The Leys, said: "The whole day was an incredible experience for all involved."

Nine of the 1910 Rugby 1st XV were among the 149 Old Leysians who fell in the First World War.



Supporting **boarding students** with unique learning **profiles**



kelvin Summers
Head of Boarding, Bredon School

For students with unique learning profiles, school – and particularly boarding school – can seem a daunting and unfair challenge. But at Bredon School we have found a way through such fears to provide all students with the support they need.

Bredon has always been a small, nurturing school, specialising in educating pupils with dyslexia, dyspraxia and associated learning needs, and we remain at the forefront of SEN education today. Many pupils have attended another school before joining us, where they may have struggled without the necessary support and too often we find their self-esteem has plummeted. They may also have come from a day school and are anxious about being away from home for the first time. So we place great emphasis on creating a warm 'home from home' atmosphere where boarders are looked after by a small circle of house parents in dedicated boarding houses.

For young people with specific learning needs we are not trying to 'fix' the difficulty or pupil. Our expertise in SEN means we can identify and support each pupil's needs as best we can. We apply our understanding of the learning difficulty in general and also as it affects the pupil (every pupil's



specific needs are individual). We are sensitive to ensure a pupil's classmates are aware of their unique learning profile – and the impact it may have on their behaviour and feelings. Creating a caring community where pupils accept their own and each other's strengths and weaknesses has always been a Bredon hallmark.

Our boarding staff are a purely pastoral team, not actively involved in day-to-day teaching. We find this helps boarders' separate school from 'home' after a long day in the classroom. In the background, the boarding team has strong links with academic staff to ensure joined-up support. We help our boarders with coursework and prep, monitor their progress and flag up any issues quickly.



"We create a **boarding environment** where **SEN** pupils achieve to the **best of their abilities**."



→ We create a boarding environment where SEN pupils achieve to the best of their abilities. Setting fixed rules and routines, which are clearly explained and understood, provides a secure framework for all to thrive. For some pupils with autistic traits may need time and space away from their peers to process events and experiences at their own pace. We understand a pupil may wish to take time out and spend time alone. It is our job to draw them back into boarding social life at a comfortable pace.

We do not have weekend school or lessons so our boarders can spend their free time enjoying social activities, trips, sports, outdoor education activities or our dyslexia-friendly gymnasium (complete with visual charts and QR codes). All these pursuits help to build self-esteem and we try to give our pupils the best opportunity for that.

In the classroom, small class sizes, with one-to-one time (if needed) and different teaching styles tailored around the pupil, are key to building confidence. Alongside a focus on practical and visual teaching styles, we offer an individualised approach to learning.

Academic progress is important but is only one aspect of what our pupils need to feel successful and fulfilled as they journey through school and move on to the wider world. Key attributes like problem solving, creative thinking, team work, and coping with uncertainty are all skills we try to engender. We place a high value on non-academic successes and our wide-ranging curriculum and vast outdoor environment helps students find an area in which to shine: the working school farm, in the forest school, on the sports field, taking part in outdoor education activities, or joining our thriving Combined Cadet Force (CCF).

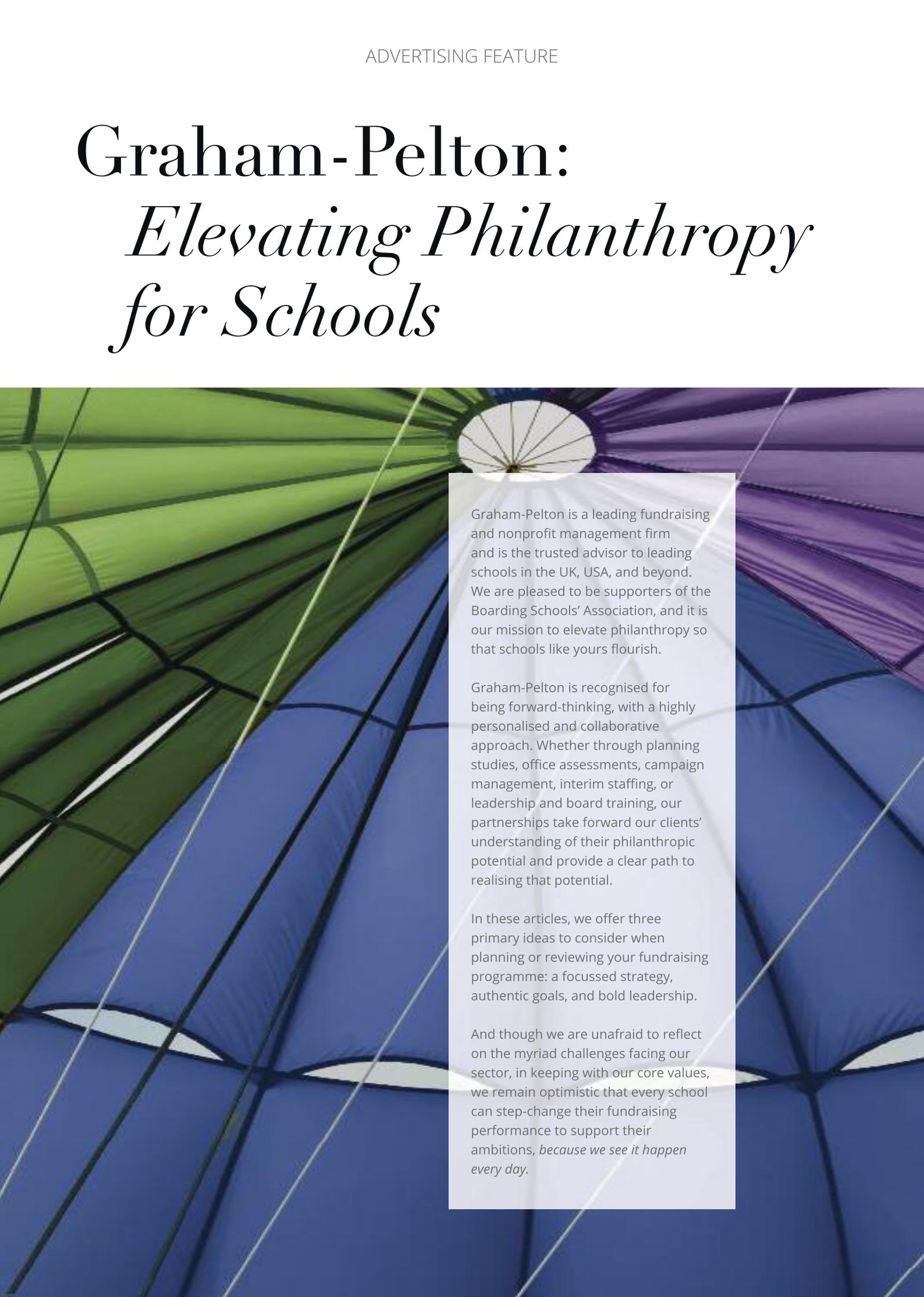
With the right learning support and pastoral nurturing, we can help each young person – in and outside the classroom – and give them the right tools and beliefs to succeed, develop self-confidence and a 'can do' attitude. We help our pupils to understand their capabilities and limits and stretch them gradually over time.

A large, light-colored pig is standing in a grassy field. A person wearing a dark polo shirt is standing behind the pig, partially visible on the left side of the frame. The background is a blurred field with a fence line.

Top five tips to support students with complex learning needs

1. Be honest about whether your school can genuinely provide the right support for students with unique learning profiles.
2. Thoroughly assess and identify the student's learning needs before any decision is made. We ask prospective pupils to have a five-night 'taster' stay before they join us. This gives us enough time to assess thoroughly and monitor the student and be confident that we can give the right support.
3. A positive boarding environment can contribute significantly to the academic progress of a pupil with specific learning difficulties. From the very first meeting with a student, believe you are on a continuous journey to get to know and understand how their learning profile may impact their education and their lives. You need to look long-term.
4. Communicate openly and positively to the student, their parents and other staff about any learning difficulties. SEN should be at the very heart of the school where pupil's difficulties and differences are celebrated and viewed positively.
5. Learn from your students as much as they can learn from you, and continuously apply new SEN understanding to your teaching and pastoral care.

Graham-Pelton: *Elevating Philanthropy for Schools*



Graham-Pelton is a leading fundraising and nonprofit management firm and is the trusted advisor to leading schools in the UK, USA, and beyond. We are pleased to be supporters of the Boarding Schools' Association, and it is our mission to elevate philanthropy so that schools like yours flourish.

Graham-Pelton is recognised for being forward-thinking, with a highly personalised and collaborative approach. Whether through planning studies, office assessments, campaign management, interim staffing, or leadership and board training, our partnerships take forward our clients' understanding of their philanthropic potential and provide a clear path to realising that potential.

In these articles, we offer three primary ideas to consider when planning or reviewing your fundraising programme: a focussed strategy, authentic goals, and bold leadership.

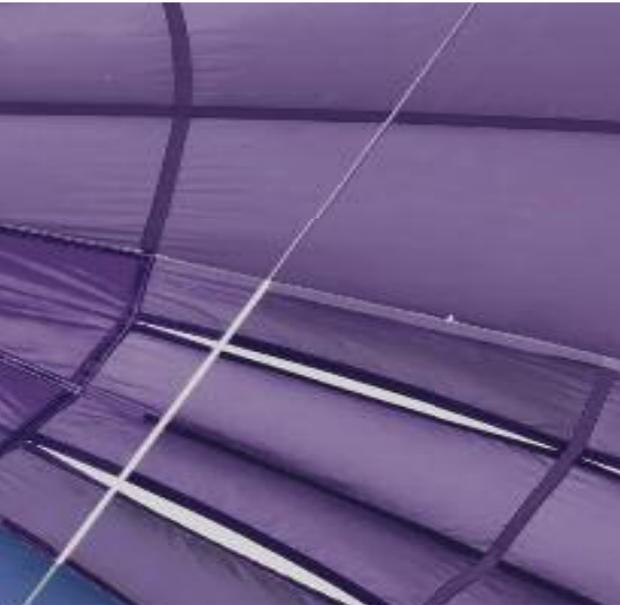
And though we are unafraid to reflect on the myriad challenges facing our sector, in keeping with our core values, we remain optimistic that every school can step-change their fundraising performance to support their ambitions, *because we see it happen every day.*

“

Graham-Pelton provided invaluable insight and direction through a comprehensive review of the Development structure. The team could not have been more helpful and professional in their dealings with us.

Nigel Richards | Chief Operating Officer
Cheltenham Ladies' College

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Part one: Focussed Strategy

In the last decade, many schools have tried their hand at fundraising. Most schools now have an alumni function, and latest figures show at least 138 schools are actively fundraising.* But for many leaders, the idea of fundraising doesn't always sit comfortably.

In the daily life of a school, how do you make time for this activity?

We recently facilitated a workshop with John Cloughton, Senior Counsel for Graham-Pelton, and former Chief Master at King Edward's School, Birmingham. Under his leadership, the school raised some £20 million.

One key point resonated: As a Head, you'll have a lot of things you want to achieve during your headship. The reality of leading a school means you'll only be able to fully achieve two or three. He advised that the Head work out what those things are, what their impact will be, and how they will achieve them. As the conversation continued, it was clear that to achieve many objectives of note, the Head would need the community to support the school on that journey. In most schools, the window to that community is the Development Office.

Leadership teams, including Heads, Bursars, and Governors, have to keep their focus on two key areas: education and the business of running a

>>>

school. Student numbers, attracting and retaining staff, the upkeep of the estate, finances (including the significant pension implications on the horizon), the welfare of the pupils – there is a huge amount to think about, so it is no surprise that the purpose and impact of a Development function is sometimes brought in to question.

Here are two extremes we've seen in the sector:

Development Office as a 'bolt on': Seen as a 'nice to have' or 'quick win' to save some budget on the latest building development, or to plug an unexpected hole in the finances. We're frequently asked what the return on investment of the Development function is, or why engagement with the community matters. A Head might witness another school raising funds for the sixth form centre or performing arts space and then wonder why their new Development Director can't go and raise £5 million for their school too.

Development Office as 'integral': Focussed on delivering the school strategy through bringing the community together to help in three ways: maintaining the ethos and environment of the school, providing access to excellent education, and supporting every student to succeed. The community is given opportunities to engage, build, and sustain continued relationships with the school and to be philanthropic – give back through donating time and money, for which the impact is measured and celebrated.

Not every school will have a community with large amounts of disposable wealth and the ability to raise millions of pounds. However, you do have a community. If that community is engaged, involved, can see how they can support you as well as their impact on your efforts, then there is a real opportunity for Development Offices to play a role in supporting the strategic objectives of any school.

Whilst there are many variables to success for both fundraising and engagement, Development Offices could and should be integral to the future of the independent school sector. At a time when access to an outstanding education has never been more important, and when Heads have to focus their time on the running of the school, Development professionals can rise to the occasion and pave the way for our community to make an impact. What we do can sometimes seem complicated and, at times, overwhelming. But put simply, fundraisers serve to build relationships, connect with integrity, and inspire someone to make a difference for your school. At Graham-Pelton, our ethos is to elevate philanthropy. And a well-rounded Development Office does just that.

TEN TESTS FOR YOUR DEVELOPMENT PROGRAMME: HOW MANY OF THESE POINTS ARE REFLECTED IN YOUR OWN FUNDRAISING?

1. Strategy

Fundraising for the need-to-have projects, not the nice-to-have projects

2. Focus

Prioritising the important (fundraising) over the urgent (everything else)

3. Integrity

Able to manage donations and inform donors

4. Accuracy

Information on your alumni and supporters that is organised and can be easily analysed

5. Positivity

Celebrating fundraising and other successes across your community

6. Bold

Instilling a culture of asking to create a culture of giving

7. Integrated

Fundraising which supports the school strategy

8. Vision

Create 'asks' to inspire donations, not to transact them

9. Access

Make it easy for people to give money and time

10. Long-term

Builds lifelong relationships between the school and the community





Part two: Authentic Goals

One message we consistently share with schools is the danger of 'becoming average'. Naturally, averages are used to help interpret data, and we do just that within the Benchmarking Report developed and released in partnership with the Institute of Development Professionals in Education (IDPE).

But taking the average of any data point as an aspirational target or a benchmark from which to grow misses the fundamental point that there is no such thing as an average school, or at least we are yet to find one claiming, or aspiring, to be average!

Successful fundraising is reliant on a handful of core factors: committed leadership, a compelling case for support, enough prospective (and ideally engaged) donors, the correct resourcing, and a strategy to deliver it. Strengths and weaknesses in each of these areas will differ for each school and should determine how you structure, invest in, and execute your Development programmes.

Thanks to the survey, it is now easier to see where you stand in terms of return on investment (ROI), staffing numbers, budgets, and fundraising performance. This is hugely helpful information. What no survey can tell us with great accuracy is what your ROI, staffing levels, budget, and fundraising targets should be.

A school that boasts strengths across all the core factors above should be optimistic about breaking the mould in terms of ROI, not simply exceeding an arbitrary ratio perceived as good performance. Those starting out need to fully understand their own position and build from there, which may not be to immediately transplant the blueprint from a similar school that has enjoyed success. Those in the midst of their Development journey should make informed decisions as to how they increase their resource to realise potential. The overriding finding of the report is that investment in Development over time positively influences fundraising performance.

Unless you can turn back the clock to give your school more time to invest and build strong relationships, the biggest influence you can have over increased fundraising performance is to ensure that the investments you make are the correct ones for your school.

Part three: Bold Leadership

“Headmasters have powers at their disposal with which Prime Ministers have never yet been invested.”

Thus spake Winston Churchill.

This might not be one of his most famous utterances – it doesn't appear in *Darkest Hour* – and not everything that he said was inevitably true – or serious. However, it does point at a truth. Heads, past and present, whether for good or ill, whether deservedly or undeservedly, hold their schools, their pupils, their parents, and, sometimes, their staff in a dreadful thrall. Perhaps it is the memories of 11+ interviews, of Heads striding in their gowns down the aisle in assembly. Perhaps it's the Heads' portraits hanging ominously on that assembly hall's walls; perhaps it's the equal trepidation of parent and pupil, waiting to enter the Head's study to face the Head's displeasure or wrath. When I returned to be Head of my old school, 40 years on from my first departure, I thought that I could still smell the pipe smoke of Canon RG Lunt hanging in the air. One former pupil, returning 50 years after his departure, couldn't even bring himself to enter that same study that Lunt might still be in there.

However, the thrall of 'The Head' is even greater than this. It is as if 'The Head of Today' is perceived, for good or ill, deservedly or undeservedly, willy-nilly as the successor to all his/her predecessors, as if by some divine inheritance, like the Holy Roman Emperor. To an alumnus/alumna, to a former parent, The Head of Today is the modern enactment of The Head of the Past who looms so large in the minds of pupils and their nervous parents.

So, what has this got to do with fundraising? Well, I think this ancient mystery gives to all Heads a particular charge, a magnetic field, an *avoirdupois* that lies beyond their own individual identity. They are The Head, the heir to the past and the road to the future. So, when the Head speaks, the school community listens. Since Heads have this almost magical power, they must lead any Development strategy. It has to be their vision, their message, their words. And, of course, Heads have more direct ways of communicating with the school community than anyone else.

Of course, this does not mean that Heads can do all this alone. Such leadership is a necessary condition for success. It's not sufficient. On the other hand, it's not just the fading megalomania of a faded Head that makes me think that this power does make schools different from other fundraising organisations: people aren't going to give to cancer research because of the CEO, nor are former students going to give to a university because they are in awe of the VC of the past or the present. However, in a school, the Head, that concept and the people who enact that concept, is the key to the door that opens to real development in Development.

-- John Cloughton

“

I warmly recommend Graham-Pelton for their detailed and intelligently analytical report on fund-raising as the School embarked on its most ambitious Development plan for 50 years. The team worked supportively and successfully in building up the fund-raising team and in advising on insightful strategic objectives and realistic financial targets. The contribution of the Graham-Pelton staff was warm-hearted, professional, collaborative and much appreciated.

Peter Roberts | Headmaster
The King's School, Canterbury

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About Graham-Pelton

We elevate philanthropy so nonprofits can flourish.

Graham-Pelton is a fundraising and management consulting firm for schools, universities and nonprofit organisations. We empower our clients to attract high-level philanthropy, enabling them to achieve their missions.

Graham-Pelton provides sector-specific expertise tailored to each client's unique needs. Our frameworks lend structure and order to our work, and it is within these parameters that we craft creative, innovative solutions.

SERVICES INCLUDE:

planning studies | office assessments | campaign management | interim staffing | campaign strategy and counsel | data analytics | leadership and board training | campaign audits | alumni engagement | audits | coaching and training | gift solicitation strategies | strategic counsel

We're not interested in doing things the way they've always been done. We're interested in both the profession of advancement and in the advancement of the profession.

Most of all, we're interested in helping you reach new heights.

To learn what a productive path forward can look like for your school, please contact us.

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Schools Fundraising: Figures, Facts, and Findings

The Alumni Relations and Fundraising Benchmarking Report, developed and released in partnership with the Institute of Development Professionals in Education (IDPE), is the UK's largest fundraising survey for the education sector. An upcoming report, with the latest findings, will be published in the autumn term.

REGIONAL FACTS



KEY FIGURES

£211.5 million: total philanthropic income received by schools between 2014 and 2016.

£172.5 million received from general fundraising activities by the 138 schools that reported on philanthropic income.

A further **£39 million** was received from legacies left to schools.

£84.7 million is expected by 2020 from donors who have pledged further support or who are giving regularly.

In addition, **£30 million** is estimated to be received from intended legacies.

KEY FINDINGS

Co-ed independent schools (91 out of 181 schools) make up half the responses in the survey, but attracted 60% of all school donors (44,775 out of the 75,638 donors attended co-ed independent schools).

Collectively, seven boys' boarding schools raised the most income between 2014 and 2016: £50 million, which comprises 29% of the total raised by schools participating in this survey.

To learn more about the Benchmarking Survey, along with further analysis and actionable insights, visit grahampelton.com/benchmarking.

Destination **Ireland**



The land of Saints and Scholars

Ireland has a rich history of learning: it is built into the very fabric of the country's myths and legends. One of the oldest folk stories, the Salmon of Knowledge, focuses on the acquisition of knowledge making one a great leader, rather than physical strength being the only prerequisite. Folk stories became reality during the Middle Ages, with the country being seen as a 'haven of knowledge'; while the rest of Europe struggled with the retreat of the Roman Empire and later invasion by the Vikings, Ireland continued (though converting to Christianity) to gather and value knowledge.

The tradition of scholarship and a passion for learning is still going strong today. To study - and more importantly - to board in Ireland is to take advantage of all the rich history and to enjoy a culture truly dedicated to the art of learning.

While the education offerings in the North and Republic of Ireland are different, the love and high standard of boarding education remains universal.

BOARDING IN THE...

Republic...

Mark Boobbyer
Warden, St Columba's College, Dublin

IRELAND is bouncing at the moment, as befits the only English-speaking country in the European Union after Brexit.

Fuelled by Brexit uncertainty, more and more international businesses are heading into Dublin to make the most of the favourable economy and the well-educated and vibrant work force. The country is full of optimism. The Irish are mad about sport, love their music and have a green and beautiful landscape that matches anything across the water. What's more they are unfailingly warm and welcoming.

Academic standards are high and there is a breadth not offered by the A level system. The Irish Leaving Certificate consists of seven subjects, with Maths and English the only ones that are compulsory, so pupils are not forced to make choices too early and narrow down their options. Add to that the Transition Year (year 11 in the UK), with the best schools - including those with boarding - offering a wide range of opportunities that students can enjoy, free for at least one year from the constant pressure of public exams.

One very obvious reason for boarding in Ireland is the cost. Full boarding at the most expensive boarding schools in Ireland starts at less than half the cost of their brethren in the UK. Teachers' salaries in all schools are subsidised by the state, enabling schools to save hugely on the largest item in the budget.

...and Northern Ireland

Robert Robinson
Head, Campbell College, Belfast

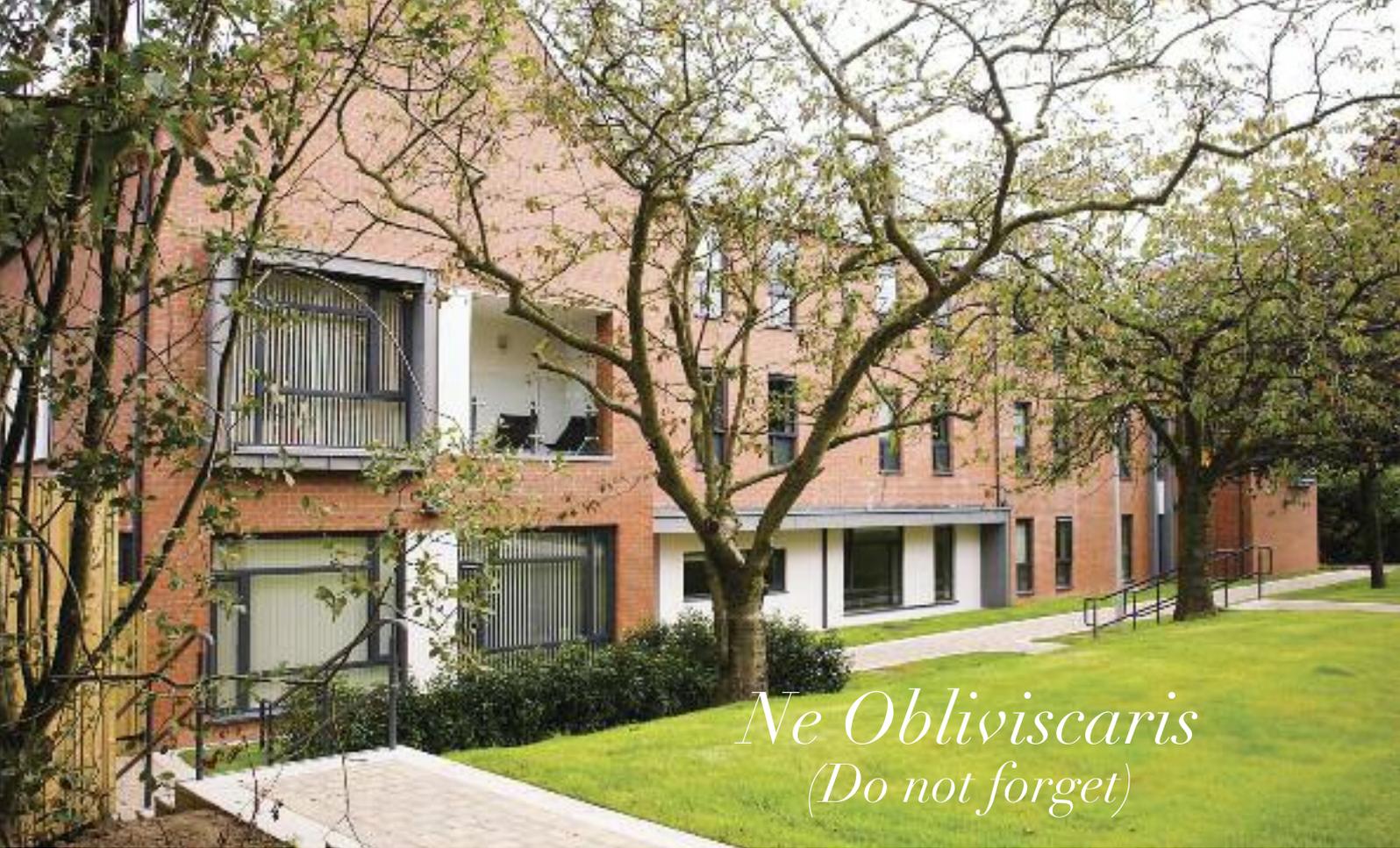
NORTHERN IRELAND boarding is at an exciting time. We have grouped ourselves together under the banner of BoardingNI and we believe we offer three great things:

Personality: Northern Ireland is a modern and vibrant place, aware of its place in the world, as part of the UK, and connected entirely with the Republic of Ireland. Northern Ireland remains focused upon traditional values where family is most important. It remains a friendly place - safe and easy to travel within.

Our school system is UK-based. We are the highest academically performing region in the UK, at both GCSE and at A level; this is status we have held for decades. Our school system retained a selective process and each of the boarding schools educates the brightest students of Northern Ireland alongside those from overseas.

Our school status enables us to provide the most affordable boarding costs. Each school is defined as a voluntary school, which means support from government for teaching allows the overall boarding costs to be the most competitive in the UK.

The five schools in Northern Ireland offering boarding are each distinct providing a range of options from small and distinct, single sex, or co-educational in cities and towns that are urban and rural.



Ne Obliviscaris
(Do not forget)



Campbell College

Head: Mr Robert Robinson, MBE • Established: 1894 • Number of pupils/boarders: 1200/150

Campbell College was established in 1894 and sits in a stunning 100-acre woodland estate on the edge of Belfast in Northern Ireland. An all-boys day and boarding school, the College ethos is centred around inspiring individuals to be the best they can be – in the classroom or outside it.

Campbell has been a boarding school since its doors first opened and boarding is the heartbeat of the College. With 150 boarders from 30 different countries, the boarding experience at Campbell is truly international. The campus offers everything on-site within the safety of a walled and gated woodland estate. Swimming pool, gym, tennis courts, hockey, cricket, rugby pitches and even a shooting range are all available for use by boarders. Add to the mix brand new boarding accommodation offering ensuite bedrooms for all senior borders and you can understand why the Good Schools' Guide described Campbell as a 'hidden gem'.

Academically Campbell offers something for every boy, with 98% of pupils proceeding to tertiary education, and one in three gaining a place at the very top Russell Group universities. The College prides itself on adding value to every pupil to allow them to follow the path best suited to their individual talents and abilities. Whether it is studying Law at Cambridge, Music at the Birmingham Conservatoire or heading to the United States on a golf or tennis scholarship – every boy is encouraged to achieve their own potential. With first-class facilities, there is little need to leave campus. However, the College is located only a five-minute drive from Belfast – a vibrant

city long been recognised as one of the safest the UK and in 2018, named as the 'best place to visit by Lonely Planet. Only a one-hour flight from London, it is often easier to get to Belfast than many other cities in the UK! Northern Ireland is proving increasingly popular with families across the UK as a boarding destination. Academically as a region Northern Ireland consistently outperforms the rest of the UK at both GCSE and A level. It is a small, friendly country with Belfast noted as one of the safest cities in the UK. And boarding fees in Northern Ireland are considerably lower than the rest of the UK.





Glenstal Abbey School

Headmaster: Fr. Simon Sleeman OSB • Established: 1932 • Number of pupils/boarders: 250/180

Glenstal Abbey School is a boarding school in the Republic of Ireland for boys aged 12-18. The school was founded in 1932 by the Benedictine monks of Glenstal Abbey. It is set in a 500-acre estate, which includes buildings of historic interest, a working farm, forestry and park land. Situated near Limerick, Glenstal Abbey is only 40 minutes' drive from Shannon Airport and just over two hours from Dublin Airport.

The school operates a horizontal boarding house structure with three houses: Junior, Inter and Senior. First to Fifth Year boarders have shared accommodation, while single rooms are available to Sixth Year boarders. This balance in accommodation fosters friendship among students and enables Housemasters and

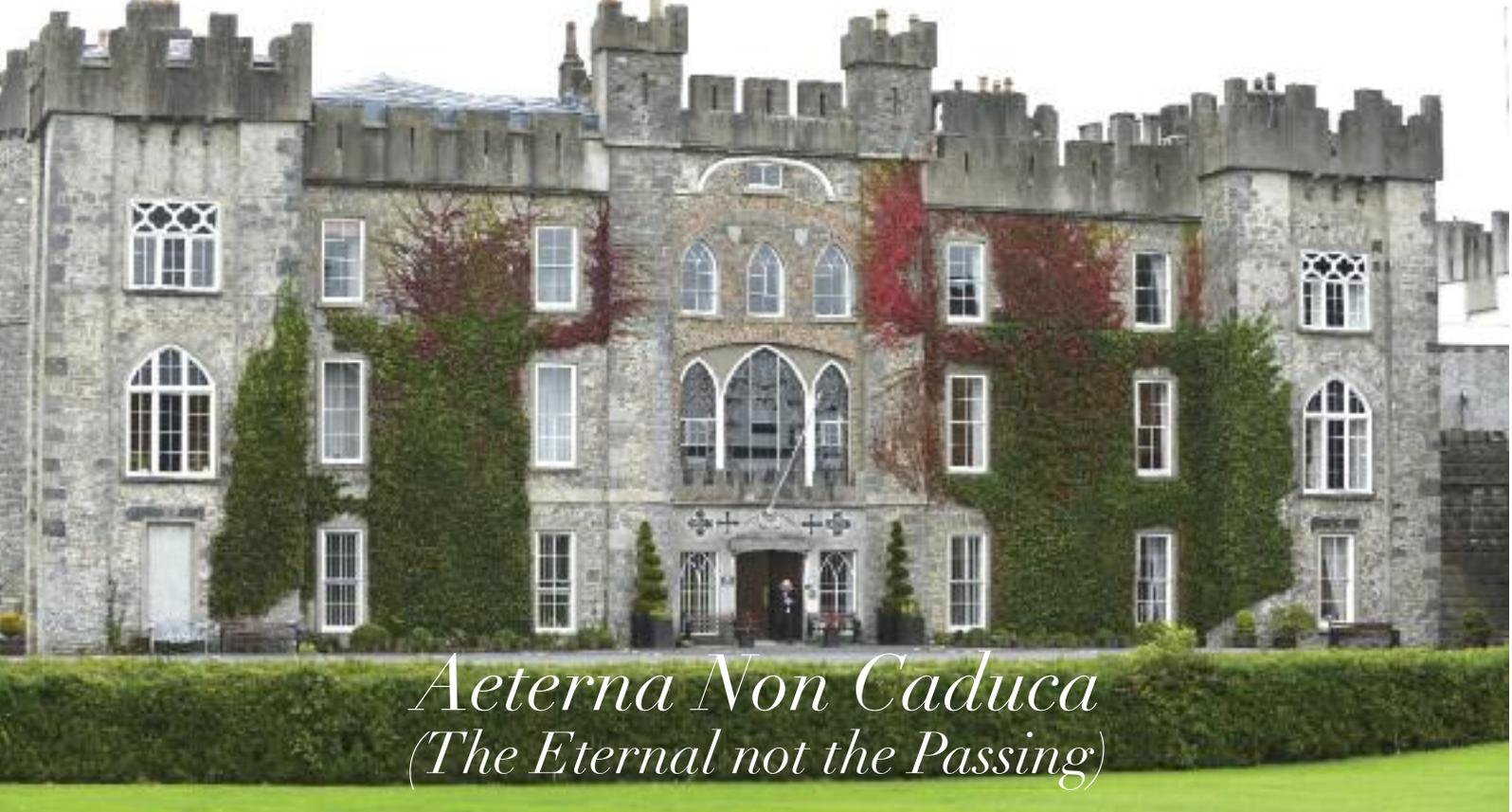
other staff to provide age-appropriate pastoral support to the students.

Glenstal gives students a challenging and supportive environment where they can discover and develop their specific talents and reach their potential. Finding the precise programme of learning and development to suit each student is a key feature of a Glenstal education.

Glenstal provides education rather than mere tuition. As Headmaster Fr. Simon Sleeman says: "Education, we believe, is transmitted through person-to-person relationship. Contact is even more important than content. Such transmission is a shared experience which will play through in the hearts and minds of students for a long time."

The school has around 250 students, with small class sizes of normally between 12 and 16. A broad curriculum is offered, delivered by a dedicated and passionate teaching staff. Glenstal consistently delivers academic results across a wide ability range, with students achieving the equivalent of three A* grades in the Irish Leaving Certificate. Most students go on to study at universities throughout Ireland, England and Europe. Glenstal has regularly topped The Sunday Times 'Parent Power' survey over the last 10 years.

There is an exciting co-curricular programme which offers a rich array of opportunities. Sports and leisure activities include Rugby, Tennis, Athletics, Music, Drama, Art, Debating and Public Speaking.



Aeterna Non Caduca *(The Eternal not the Passing)*



Clongowes Wood College

Head: Mr Chris Lumb • Established: 1814 • Number of pupils/boarders: 450/450

A Catholic school in the Jesuit tradition, Clongowes is a unique full boarding school for boys aged 12-18 years. Clongowes is a true living and learning community of boys from Ireland, the UK and further afield. Set in 550 acres in Co Kildare, just 40 minutes in from Dublin airport, the school grounds encompass a dairy farm and an abundance of co-curricular spaces.

The Clongowes approach to learning is one which centres on co-operative learning where students work together in groups. This learning approach encourages the development of creativity,

initiative, team work, independent thought, critical thinking and empathy. The learning spaces in the school acknowledge and facilitate the different learning styles of students.

Co-curricular life is rich and varied, encompassing a wide variety of sporting opportunities as would be expected from a school of our nature, such as rugby, soccer, tennis, basketball, cricket, swimming, golf, fencing etc. Encouraging development of creativity and the arts, there is an abundance of music in the school with an 80 piece orchestra, a traditional Irish music group and 3 school

choirs. Debating and drama programmes give students of all ages the opportunity for creative expression.

It is not the tangible aspects such as our impressive facilities and grounds that make Clongowes special - that which sets us apart is the palpable atmosphere of mutual respect between students and staff, the real sense of a community living and working together; these are the foundations of our warm and happy boarding school that mirror the very best aspects of home and family life.





Midleton College

Head: Principal: Dr Edward Gash • Established: Founded in 1696, first pupils in 1717
Number of pupils/boarders: 420/84

Midleton College is a co-educational five and seven-day boarding and day secondary school with a Church of Ireland ethos. Founded in 1696, the College has established and maintained a tradition of high academic achievement, combined with a holistic view of education that fosters the spiritual and personal development of each student.

The College is located on 22 acres of landscaped campus in the heart of East Cork. With a cohort of 420 students, of which 20 per cent are boarders, Midleton College allows for the careful nurturing of the individual within the College's familial community. Small class groups allow an easy working environment, maximising each individual's learning potential in a pleasant atmosphere. Positive and respectful teacher-student relationships are synonymous with the name Midleton College.

Boarding is a central component of College life. A team of experienced

residential boarding staff who work together with the College nurses maintain a structured yet harmonious atmosphere. The College offers junior students a five-day boarding option with weekend family hosting. A five-day or seven-day boarding option is offered for students in Transition Year and above. For our seven-day boarding students, an impressive Weekend Boarding Programme includes a range of social, cultural and knowledge-based activities to keep our students entertained and active throughout the weekend.

Midleton College has a long tradition of welcoming students and families from around the world. With students from over 30 different nationalities attending the College, a diverse, welcoming and vibrant community exists on campus.

Our Transition Year Programme is an integral and compulsory part of Midleton College educational experience. A programme of academic study is maintained in all subjects in tandem with

a range of modular courses, workshops and off-campus learning opportunities while students also have the opportunity to engage in planned modular and year-specific courses which prepare them for the next phase of their lives beyond second level education. We offer impressive Academic, Science, Arts and Sports facilities along with exceptional teachers and coaches that provide our students the opportunity to achieve their true potential. In seeking to provide a holistic education for our students, the College offers a diverse range of extra-curricular activities. Students may take lessons in singing, piano, guitar, harp, violin and flute. There is a College choir and a chamber orchestra and a variety of afterschool clubs. The College competes in a wide range of sporting competitions to suit every interest.

Midleton College seeks to stretch the most gifted and support the most academically challenged while ensuring each student fulfils their individual potential.



A place of belonging



Rathdown School

Head: Mr Brian Moore • Established: 1973 • Number of pupils/boarders: 436/67

Rathdown School is an leading independent day and boarding school in Dublin for girls aged three to 18 years. We offer seven-day on-campus boarding from age 11 and we welcome girls of all academic abilities and backgrounds. We focus on inspiring teaching to deliver excellent academic results while encouraging intellectual curiosity, critical thinking, creativity and collaboration among our students.

We deliver a broad range of academic subjects in small class groups, combined with a wide and varied programme of extra-curricular activities. Our relatively small size ensures every girl is known and cared for as an individual. Students' endeavours and achievements are continuously recognised and celebrated. Rathdown School has a strong academic, sporting and music tradition and is consistently ranked among the top schools in Ireland. Our academic results show how the girls are challenged and



motivated to give their best. Our students progress to study in Irish, UK and international universities.

A vibrant boarding community at the centre of school life offers girls a "home from home". We nurture a supportive, stimulating environment in order to make our girls' boarding experience positive and enriching. Day girls and boarders benefit from our boarding ethos. Through a broad range of activities - academic,

sporting and co-curricular - we enable girls to become confident, courteous and responsible individuals at ease with themselves.

The Rathdown School journey is seamless, full of life-enhancing experiences. Our school campus buzzes with confident, capable young women ready to take their place in the world.



Rockport School

Head: Mr George Vance • Established: 1906 • Total number of pupils/boarders: 220/30

As Northern Ireland's only fully independent boarding and day school for children aged two and a half to 18, Rockport is located in a stunning estate on the shores of Belfast Lough with its own private shoreline. Founded in 1906, Rockport offers small class sizes, competitive tuition fees and a nurturing academic environment for its pupils.

Admission to Rockport is based primarily upon interview and is not confined merely to the results of academic testing. Ongoing excellent exam results show Rockport pupils vastly outperform their predictions at GCSE. Rockport is also the only school in Northern Ireland to prepare pupils for the Common Entrance exam for entry into Independent Schools at 13+. Rockport boasts membership of the Round Square Organisation, a collection of international schools committed to a truly all-round education with shared ideals. As a result of this focus on education beyond the classroom, pupils are encouraged to get involved in many



Rockport is home to the first school-based Golf Academy in Ireland. This high-performance sports programme is designed to allow aspiring golfers the ability to develop their skills and game whilst receiving a first-rate international education at the same time.

Generous scholarships, bursaries and discounts for services families are available, and Rockport offers full, weekly and flexi-boarding options to suit individual family circumstances. Boarding is at the heart of Rockport. We

are committed to our students having the highest levels of pastoral care and ensuring their time in boarding is happy and fulfilling. We encourage our students to respect and care for each other, whatever age, and to be a proud contributor and member of the boarding community. Every year we 'refresh' our House ethos: as the needs and concerns of our students change, so does our Boarding Service. Our boarding prefects take a leading role in the House and all students are encouraged to consider a project that may allow them to gain the BSA Boarding Skills Award.

The activities on offer in the evening and weekends exclusively for boarders on and offsite are too many to mention! From private access to our coastal path and beach, to ice skating, swimming, cinema and bowling not to mention Northern Ireland's top tourist attractions, including the Giant's Causeway, Titanic Museum and Game of Thrones sites, there is plenty to see and do!

Virtus repulsae nescia sordidae

True virtue never knows defeat

”



St Columba's College

The Warden: Mark Boobbyer • Established: 1843
Number of pupils/boarders: 326/236

St Columba's College, on the slopes of the Dublin Mountains, is a distinctive seven-day boarding community, with an outstanding reputation for academic performance. Set in an estate of 138 acres, which includes a nine-hole golf course, and overlooking the city, the College is a home away from home. Seventy per cent of teaching staff live onsite which is unusual in Ireland. Our dedication to the best in pastoral care was highly praised by the Boarding Schools' Association after a visit in 2017.

Although entry is non-selective, senior pupils take the much-respected Irish Leaving Certificate, made up of seven subjects, and often go on to top universities in Ireland, the UK, Europe and the USA.

College Warden Mark Boobbyer says: "When league tables are what matter most, pre-selection and the screening out of children who are less academic becomes the most important thing. It's a relief to be in a system where I can do what's best for each child, rather than worrying about how he or she will affect our league table standings."

Nicole Dickerson, from County Clare, (class of 2018) says: "I don't believe I'd be who I am today if I hadn't attended St. Columba's College. Of course, it was a struggle being away from my parents to begin with but being independent has really helped me grow. The school has a study-focused atmosphere, and although being on the go all the time meant we would get very tired, I know the routine and discipline I learned there will keep me on track with everything in the future."

The College has an increasing commitment to developing leadership in the context of a service ethos. "I'm not interested in turning out privileged, selfish young people who are only interested in what they can get out of life. I want us to produce successful adults who are also passionate about improving the lives of others, be it at home in Ireland or abroad", commented Mark Boobbyer.

Full boarding starts at less than €20,000 a year, as the Irish state carries the cost of teachers' salaries up to a certain level and relieves private schools of a considerable financial burden. While the cost of a UK boarding education can be high, St. Columba's College is able to keep costs down while still providing an equivalent, excellent boarding experience.

*Prudentes sicut
serpentes, sed
simplices sicut
columbae*

*As wise as serpents
but as simple as doves*



The King's Hospital School

Head: Mr Mark E. Ronan • Established: 1669 • Number of pupils/boarders: 720/280

The King's Hospital School was founded in Dublin in 1669 as a Blue Coat School, and is educating the next generation to lead the way through strong Church of Ireland values of compassion, respect, and a strong sense of personal responsibility. Our past pupils have gone on to glittering careers in business, science, the arts and politics, and include Leo Varadkar, the current Taoiseach of Ireland.

We are more than teachers. We are mentors, coaches and trusted supporters. We champion individuality and, at the same time, create a feeling of true belonging. Everyone here feels valued for their individuality and secure in their place in our supportive, close-knit community.

We nurture a real love of learning through a stimulating mix of creative and academic enquiry. Our results speak for themselves: our students gain almost universal third level entry in Ireland as well as prestigious universities in the UK, US and Europe.

We go beyond the classroom to open up new worlds of experience through sports, the arts, outreach programmes and hands-on work with charities at home and abroad.

Our international outlook prepares young people in our care to take their place anywhere in the world. We encourage them to step up to every challenge and make the most of every opportunity.

Our world-class campus facilities, spread out over 80 acres of parkland include: astro turf and traditional pitches for our wide variety of sports, The Wilson Wright Centre for Performing Arts, recording studio, indoor swimming pool and fitness suite, complemented by modern living, teaching and social spaces for all our staff and students.

We are home from home for up to 330 boarders so outstanding student care is our priority and designed to meet the needs of boys and girls, day and boarders and students of all ages and nationalities.





Kilkenny College

Principal: Simon Thompson

Established: 1538

Number of pupils/boarders: 921/441

Kilkenny College, a Church of Ireland College, endeavours to offer an education of the highest standard and broadest range within the context of the development of its Christian, cultural and sporting heritages.

Each person who studies and works here is a valued member of the College community and is encouraged to make a positive contribution to the life of the school and the wellbeing of others. The College seeks to create a friendly family atmosphere amongst pupils, teachers and members of staff. Pupils are encouraged to value honesty, reliability, punctuality and respect for others. The level of discipline is similar to what is expected at home.



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Royal School Armagh

Head: Graham Montgomery • Established: 1608 • Number of pupils/boarders: 795/95

The Royal School Armagh was founded by King James I in 1608 and granted its Royal Charter by Charles I in 1627. The current Head, Mr Graham Montgomery, joined the school in September 2018. The Chair of Governors includes the Archbishop of Armagh and Primate of All-Ireland, the Most Reverend Dr Richard Clarke. The school has 795 pupils, of whom 95 are boarders.

The Royal School aims to provide an education which will, in its wholeness, enable pupils to achieve their full potential academically, vocally, morally and spiritually. Pupils attain the highest academic levels of achievement as well as benefiting from an extra-curricular programme intended to develop life-long leisure interests, build self-confidence and instil a desire to contribute to the community and service to others. The School employs highly innovative and internationally acclaimed approaches to personalised learning, service learning and supporting pupil well-being.

The aim of the Boarding Department is to provide a comfortable and congenial

atmosphere in which boys and girls may live and take full advantage of the opportunities offered by the school. It encourages development of self-reliance, self-confidence and self-discipline, qualities often seen to give boarding pupils an advantage after leaving school.

Our boarding community works together to provide emotional security and support for children through their adolescent years. It endeavours to ensure they are able to acquire productive and effective study habits and to participate in the wide range of opportunities available.





The Royal School, Dungannon

Headmaster: Dr. David Burnett • Established: 1608 • Number of pupils/boarders: 640/52

*‘Perseverando’
achieving excellence through perseverance*

The Royal School, Dungannon has been helping boys and girls to fulfil their potential for over 400 years. Traditions are cherished but we are also a school committed to looking forward and embracing new opportunities. The personal development of young people is our focus and we encourage each boy and girl to learn about their favourite subjects, to find out about the world around them and to learn something about themselves.

We are passionate about helping every girl and boy to enjoy school and to reach their potential. Opportunities to lead, take on responsibility and operate as part of a team resonate throughout school life outside the classroom and in the wider community. Pupils are encouraged to be their best with a sense of resilience and integrity.

RSD Boarding offers both five- and seven-day options for boys and girls aged 11-18. Boarding houses are located in the heart of the school, and provide a warm, friendly, home-from-home environment where pupils thrive.

Pupils are cared for by a team of boarding staff, including matrons, tutors and house parents. Staff are always on hand to offer support, advice and guidance, and ensure pupils are supervised appropriately without unnecessary intrusion.

At RSD, pupils are encouraged to become independent and self-disciplined by taking responsibility for their own organisation, balancing study, activities and social time. Boarders sign in and out of boarding using a specialised electronic system. There is a strong focus on academic excellence at RSD, and pupils are supported by staff, including their teachers during prep, to ensure they

reach their full potential. For pupils whose first language is not English, additional lessons are provided by a team of TEFL teachers.

Alongside its academic focus, RSD also has a strong extra-curricular life, and there are a wide range of activities for pupils to become involved in, as well as opportunities in the wider community. RSD boarding has recently been refurbished to provide pupils with modern and well-equipped dorms and washrooms. Kitchens have also been fully re-fitted and a new recreation area created for boys and girls to mingle. Other facilities include a high-speed Wi-Fi network (great for study but also for keeping in touch with home) and satellite TV.

RSD is a caring community, underpinned by shared values, strong relationships and excellent pastoral care.



Victoria College, Belfast

Principal: Karen Quinn

Number of pupils/boarders: 897/45

Victoria College is a non-denominational school in South Belfast providing an outstanding educational experience for girls aged 2-18 years.

The College holds the International Schools Award, the Investors in People Bronze award, the Green Flag Eco award and has recently received the prestigious Inclusion Quality Mark in recognition of the positive, diverse and inclusive ethos and practice that underpins all aspects of school life. The IQM Assessor stated that the College is “an exceptional school that provides high quality education for young women in Belfast.

Staff members show real care, dedication and display a high level of professionalism to ensure that the College provides a safe, secure and challenging environment for girls to learn and grow academically, emotionally and personally.” Each girl’s knowledge, understanding and skills are developed within a caring and creative school community to enable her to become an active citizen and a future leader.



David Pugh, Planning & Development Director, Facultas Associates

Planning for Planning:

Securing council consent when you need it

For many schools, a host of elegant and quaintly named buildings are a distinct element of their school life experience. But in the fast-moving 21st century – where cutting-edge technology is an intrinsic part of a child’s education – this sense of tradition and history must be balanced with the need every school has to maximise its “offer” and attract pupils in an increasingly competitive educational market place.

The journey to develop additional resources can be far from smooth. In many instances, individual schools (or their charitable trusts) own extensive, sometimes overly so, grounds which offer space for the construction of new facilities. However, the ability to bring forward such development is almost always dependent on winning the support of local councillors.

These elected representatives – holding public office for four years at a time – are regularly called upon to make difficult and sometimes contentious decisions about local planning applications. Although they receive advice (and recommendations) from planning officers, the final decision to grant consent will boil down to whether enough of these councillors are convinced to support the proposals.

Consequently, every deliberation about development plans is part of a political decision-making process – meaning a school’s ability to improve its physical assets is ultimately at the discretion of individuals whose principal focus lies in being answerable to their community (particularly when re-election looms), and to local political circumstances.

As a former council leader, I have seen first-hand what happens when major development proposals unexpectedly fail to secure the backing of councillors. An applicant is left with a hefty bill – as any detailed application will require very serious professional and technical input – and nothing to show for it.

For an education institution, the consequences can be even more serious. A failure to secure planning consent within anticipated timescales can leave a school unable to deliver its required additional facilities, dashing parental expectations and causing further uncertainty at a critical point in the academic year.

Since leaving frontline politics, I have advised a diverse range of developers – including many in the non-commercial sector such as schools, churches and charities – to help them navigate through the politics of planning in a timely manner.

Through Facultas Associates – a public affairs agency specialising in the education sector – I work with many independent and state schools to co-



ordinate their pre-application consultation and stakeholder engagement on development proposals. This input has helped secure some notable successes, including a recent and high-profile decision by a local planning committee to grant consent, despite an officer recommendation for refusal. Crucially, such outcomes have been achieved through understanding and mitigating risk, and as a result, reducing cost.

Such outcomes are only possible when those voting on the committee are sufficiently persuaded that the



proposals in front of them are acceptable. Decisions require alignment with planning policies, but it is also necessary to demonstrate the wider benefits of such proposals – and how any potential concerns (such as traffic and design), have been addressed, to the extent of minimising (or avoiding) local objections.

Experience shows nothing should be left to chance when seeking to secure planning consent. If there is any possibility of development proposals being contentious (or being perceived as such), early engagement with key

decision-makers and influencers is essential. Schools frequently sit at the heart of local communities and it's essential local residents and businesses are constructively involved so they can become advocates, not agitators.

The need for this is particularly acute with any proposals for new boarding facilities. We have seen, at a local level, residents railing against a school's boarding house plans, and their vocal opposition being instrumental in the refusal of the initial application. Experience shows us that local concern can also result in unnecessarily onerous

conditions being placed on applications that are granted consent – such as only temporary permission for flood lights for external sports facilities.

Whilst it is not always possible to get every neighbour on side, it will clearly improve the prospects of convincing councillors to support the proposals (with sensible planning conditions that align with the school's needs) if residents (i.e. their voters), are not agitating against; and ideally are enthused in support.

There is no one-size-fits-all model for this activity. Each project requires a bespoke approach tailored to the particulars of the proposed development, local circumstances and nuances. A carefully crafted engagement strategy – starting as early as possible – can make all the difference.

David Pugh is the Planning & Development Director at Facultas Associates – www.facultas.co – a public affairs consultancy working with ambitious schools to secure planning approval for the best possible learning environment. He is a former local authority leader and councillor, overseeing changes which involved consulting with local communities and securing planning consent for extensions to existing schools, new builds and utilising capital receipts from surplus school sites. He has successfully worked on a wide range of development projects over the years. Facultas Associates can be contacted at info@facultas.co





Dr. Laura Henry

Director, Chinquapin Preparatory School

oing

Bob Moore, Chinquapin's founder and first Head, once told a group of community leaders that if the school was to ever offer co-ed boarding it would need to seek a new headmaster. He wasn't against girls at the school (admitting them as day students in the school's 9th year) but couldn't imagine taking on the additional struggle of keeping the sexes separate. Perennially underfunded and understaffed, the logistics of insuring against inappropriate contact in the days before scan cards and full-time dormitory supervision was – in his eyes – a burden he didn't need. For 38 years, girls were bussed to and from campus, often spending upwards of two hours in transit.

When I came on board in 2013 as Chinquapin's Director, I questioned this arrangement and – with the full support of the board of trustees – I launched a capital campaign to level the playing field. A 40-bed girls' dormitory, which sits atop a modern and expanded dining hall, opened in January 2017.

Two years in to full co-ed boarding, Mr Moore's admonition has not come true. Indeed, the results have been quite positive. By opening up the opportunities of on-campus boarding, female students get more sleep (a precious commodity for teens!) and more time to work on assignments and projects with peers and teachers. Their grades have improved and the community is the better for their presence.

Carolina Nunez (Class of 2017) was one of the first young women to benefit from the boarding experience. She likens the experience to college, stating: "It allowed be to become more independent in managing my academic work and to learn how to communicate with my professors."



co-ed:



developing boarding housing for all

Alexadriana Thammavongsa (Class of 2014) actually lived in the girls' dorm prototype, a repurposed faculty home, for two years. She echoes Carolina, emphasizing that: "In college, people often are scared to approach their professors, but, after Chinquapin, I learned that is important to approach them, create meaningful relationships with them, and to learn from them and others." Both young women cite the opportunity to board while in high school as critical to their continued academic success.

"Life in the girls' dorm is a constant adventure," proclaims Sarah Yockey, the Girls' Dorm Parent. "On any given night, there is a lot of studying, a lot of talking, and a lot of activity in the dorm. Spontaneous hallway dance parties are a pretty frequent experience, as are the occasionally hallway chases and board game competitions. I love watching older students' mentor younger students and bond over common passions."

Informal tutoring is thriving after hours. Younger students ask questions of older students and upperclassmen talk to the faculty on duty about colleges and scholarships.

Along with more sleep, improved grades, and an enhanced community, boarding helps students who do not have reliable transportation to their bus stops or whose parents work out of town. Boarding allows them to be present consistently at school and focused on learning.

It isn't all about studying, though. Sarah enthuses: "My favorite part of the dorm is having students making my house their home.... Once my door is open, the girls come and go for the rest of the night. On the busiest night, I had pretty much every one of the 40 girls packed in for an ice cream social. I think seeing them having fun, chatting, and building memories is just such a beautiful thing."



Providing the tools for pupils to develop their own mindfulness



Laura Turner
Headmistress
Barnard Castle Preparatory School

For the past two years, Barnard Castle Preparatory School has been giving its pupils the calming tools of mindfulness to help them thrive in a stressful world. A special ball rattles its way across the football pitch chased by the would-be striker and his helper as his opponents give him space to play, even urging him in the right direction. The striker is blind and living his dream, to play for his school in a competitive football match. Without prompting, the boys from Barnard Castle Preparatory School wait patiently for him to kick the ball away before pouncing and heading goalward themselves. This is a typical scene – pupils are taught to be mindful, of themselves, of the world around them, of the needs of others and it is an ethos which pervades every aspect of their community and learning.



The really lovely thing for me is that the children themselves came up with 'The Barney Way', a set of values we all follow. There's a poster on my office wall which says 'Be kind, be polite, be respectful, be organised, be smart' – it's something we replicate around the school.

School is a happy place and the perfect antidote to modern life where we are seeing a worrying increase in stress and mental health issues because of the pressures children are coming under. We want our children to be present in the moment and for that moment to be a happy one; to know how to keep calm and to cope with their emotions, rather than bottle them up with the associated detrimental effects on their lives when they are teenagers. The overt signs of mindfulness in school comes in the form of twice-weekly yoga classes, drop-in colouring sessions and a mindfulness activity club. "Come in, come in. Take your shoes off. Now lie down flat on your back and close your eyes," says Alex White, a Year 4 teacher, head of computing and assistant junior boarding house mistress, who runs the mindfulness sessions.

Head boy Benjamin French, who usually gets his kicks from rugby and performing on stage, says: "It's relaxing. It calms you. All you have to think about is what Miss White is saying. You take in the words at first and then you start to drift off."

Having Miss White is great for all the children, but her skills are particularly valuable in the boarding house when children can, at times, become homesick. More subtly, mindfulness is woven into the curriculum, complementing the 'Growth Mindset' ethos, a 'can-do' approach which develops a love of learning and resilience in the face of challenges.

Assemblies reinforce the benefits of mindfulness as do PSHCEE lessons. The values also permeate sport where children learn how to handle success with humility, defeat and disappointment with resilience, developing individual talent alongside team spirit and camaraderie.

Our Forest School also benefits the children massively getting them outdoors in the fresh air, exploring the world, learning new skills and being comfortable with nature. At the end of every school day, the final 10 minutes is given over to 'down time', where children can ask their teachers anything that may be giving them cause for concern, so they can return home or to the boarding house free from anxiety and ready for the next school day.

Why do we want to put our children through SATS? They are children and too young to experience stress. They all have names so why do we want to label them 2A or 2C? Surely it is better to have a creative curriculum, where they can take ownership of their learning, select their homework choices and push it forward themselves, having fun along the way?

It's an approach that the Government is starting to recognise following Barnard Castle's lead with the recent announcement that 370 schools in England are to join one of the biggest trials in the world to find evidence about what works to support mental health and wellbeing.

When I heard about the boys' football match and talked to our Year 6 pupil Gus Living, I was touched when he said that he was proud of his blind friend on the opposite side and the Barney boys for treating him so kindly. These are the traits everyone wants, but are being lost, and then the academic skills naturally fall in around them. So next year we will become even more focussed on mindfulness and integrate it even further into our curriculum.

Change management

Playing to school strengths
to support development





Kingsley Jones
 Head of Boarding
 Haberdashers' Monmouth Schools

Each boarding school is unique – and yet we all aim to provide the same service: superb education, pastoral support and experiences for our pupils and boarders. It's how we provide this service that we differ.

At Haberdashers' Monmouth Schools, we provide an inspirational educational journey for our boarding girls and boys aged 7 to 18. Our family of schools has a mix of single sex and co-education, delivered at the optimum stages of development, ensuring girls and boys achieve their full academic potential while being completely at ease with one another.

Haberdashers' Monmouth Schools has recently undergone a programme of change. Previously, Monmouth School for Girls and Monmouth School for Boys were more separate entities, sharing values, but unique and independent in their own right. Under the Monmouth Model, we have brought our schools together under the same banner - Haberdashers' Monmouth Schools - and have appointed an overarching Principal and a Head of Boarding.

Monmouth itself is a vibrant school community in the heart of the Wye Valley – with a healthy mix of day and boarding pupils. Boarding is integral to life at Monmouth with eight houses across two different sites in the town. It is an environment I have been immersed in for 20 years. After holding senior boarding positions at Monmouth School for Boys, I became the first Head of Boarding across the Haberdashers' Monmouth Schools 12 months ago.

We have had an exciting period of change at Monmouth with our prep and senior schools, united by shared values, working much closer together, including the launch of co-educational teaching in our Sixth Form in September 2018.

We want our boarding pupils to thrive and discover their strengths and we can now offer an even wider calendar of trips, expeditions, events and shared community projects.



For us, key learnings include maintaining the flexibility of the process – it might not always work out perfectly first time, in fact that rarely happens!



→ The move been met by teachers, parents and pupils favourably, and has raised the profile of boarding within the Common Rooms at our two senior schools and given the boarding community a clear and uniform voice at the top table with senior management. We have uniformity in our pastoral care, procedures and welfare across our boarding. Working together also means we can share best practice and talk through situations clearly and concisely.

A challenging aspect was the models of our boarding systems. We have two distinctive, but very different, models of boarding at Monmouth – both single-sex for optimum academic and personal development. We have five boarding houses for boys (a junior house, three middle houses and a senior house) and three houses for girls (a junior house, a middle house and a senior house) but our ultimate goal remains the same. We want our pupils to grow into well-rounded, grounded and unbounded young men and women who aspire to make a positive difference to society.

At the boys school, all the boarding staff, apart from the matrons, are also teachers and can provide valuable support and help boarders with academic studies. Boys also benefit from seeing house parents in other facets of the school, including in sports.



At the girls school, we have a different system, with specialist boarding staff dedicated solely to their houses and not to teaching. They provide parental support as house parents and are on duty all weekend, every morning and in the evening. In addition to supporting the joint Sunday activities with the Monmouth School for Boys' Common Room staff, they organise extra trips on a Saturday when the boys are involved in Saturday school and both schools have their sports fixtures.

Whilst we have an overall structure, the support to boarders is given at a local level by house parents and house-masters, who can offer it immediately when needed from a position of knowing and understanding their boarders and their parents. The close monitoring we have in place also picks up any early signs of difficulties, particularly for new boarders. Our structure works well with each house having subtle differences created by the dedicated house staff. We run a joint-social for Year 9 and 10 every Tuesday and then joint activities on Sundays, open to everybody, meaning boarders have wonderful opportunities to be with their friends.

For us, key learnings include maintaining the flexibility of the process – it might not always work out perfectly first time, in fact that rarely happens! Keeping open and honest dialogue with staff, pupils and their parents is also vital. As is taking feedback on board – positive and negative. Fortunately for us, the change at Monmouth has been met with widespread approval, so we do feel we've been lucky. Changes to long-embedded systems were the hardest part of the development, and one we are still ironing out the final creases. But we have found that creating an overarching boarding position with the responsibility for coordinating activities, staff recruitment and training has further strengthened our unique Monmouth Model.

Undergoing any large-scale change at boarding schools is never easy. But what we've learnt through the changes at Monmouth is that remaining true to your schools' core values, and keeping the students' needs at the front of your mind, does smooth the way.



The academic side of boarding: supporting students in STEM



Dorothy MacGinty
Head, Kilgraston School

Girls are just as excited by developments in science and engineering as boys," said renowned physicist, Dr Jessica Wade, a leading-light at Imperial College London. Still in her twenties, the young power-pack champions the promotion of girls entering Science Technology, Engineering and Maths (STEM) as a career: "UK engineers are in demand and, without proper training or education; women have been closing doors to this career for decades."

We'd like to think that we are opening doors at Kilgraston. Our all-girls' school is quietly shaking up the sector's approach to these subjects. Summer 2018 saw an impressive 66% of our Upper Sixth leaving to take-up undergraduate STEM places. This represented a 22% year-on-year increase and, against the national average of less than 25% of female students graduating in STEM subjects, demonstrates a very healthy interest in the sector.

Our Director of Science, Ewan Connolly, puts this success down to a very specific focus: "Pupils are

encouraged to be resilient inquirers, science producers, not pleasers. We've removed the fear of failure. Go and explore!"

Certainly the school was serious enough about STEM subjects to invest heavily in a purpose-built Science Centre, packed with high quality equipment such as PASCO data-logging devices, just four years' ago. "This is a strong statement," says Connolly, "STEM is vital at Kilgraston."

When the Centre opened, it was decided that all pupils, from aged 10, would receive subject-specialist

Science lessons, ensuring the instillation of early topic interest.

"Science is for everyone and I am very passionate about girls having the curiosity to find things out," says Amanda O'Hear, Head of Biology. "We encourage the girls to try new things and take risks, if you get something wrong, it doesn't matter." A dedicated Science Club, for 11-14 year olds, now sees girls launching water rockets, making ice cream and building useable gliders.

A typical day in the school's Science Centre sees pupils involved in myriad

STEM

Last year, the President of the Royal Academy of Engineering, Professor Dame Ann Dowling, bemoaned the fact that, "Not enough young people are going into engineering."

However, this criticism cannot be aimed at Kilgraston pupil, Yustina, who is from Kazakhstan. The young Science enthusiast is set on a career in Civil Engineering – she has unconditional offers to study the subject at Edinburgh University and Aberdeen University and an offer from Durham if she achieves two A grades this year – and wants to "make a difference through engineering".

In her home country, science teaching is very different to the way it is taught in the UK: "At home, it is much more about the theory and not about hands-on application," says Yustina, "At Kilgraston, every theory is backed up with a practical experiment that allows you to fully understand the presentation." This was particularly evident with the recent study of terpenes, a large group of volatile unsaturated hydrocarbons found in the essential oils of plants, especially conifers and citrus trees. "It was fascinating to extract actual orange essential oil and produce a solution," says Yustina.

Recent completion of the elegant Queensferry Crossing spanning the Firth of Forth near Edinburgh – now the world's longest, three-tower, cable-stayed bridge – gripped Yustina: "Britain is so advanced with its engineering. I want to learn from these cutting-edge designs and use that knowledge in my less well-developed country in the future." Science has been a big part of Yustina's life at Kilgraston and, as the Science Prefect, she is heavily involved in promoting the subject: "I help our Director of Science run our weekly STEM Club and the annual Science Week, involving girls from throughout the school."

Inspiration has come, in particular, from the late world-renowned architect, Dame Zaha Hadid DBE RA, who designed the curvaceous London 2012 Aquatic Centre and Guangzhou Opera House in China, among many other fabulous buildings: "Hadid was amazing, breaking moulds and creating what never was," enthuses Yustina. The use of scientific knowledge is not confined to the classroom, being applied to everyday life as well: "A good understanding of chemical compounds allows me to read food packaging and really appreciate what is going on in there," says Yustina. Physics too has practical applications for the teenager: "It's a great way to understand a little of how the universe works."

Professor Dowling would be proud.



At Kilgraston, every theory is backed up with a practical experiment that allows you to fully understand the presentation.

gritty immersive activities, all aided by a dedicated team of experienced teachers and technicians. Mitosis cell division, recreated through a Plasticine 'stop motion' video; dramatic thermite demonstrations - a highly exothermic reaction between aluminium and iron oxide producing molten iron - or the creation of a 3D creature 'imaginarium,' where each creature is adapted to a specific environment, are frequent occurrences.

STEM at Kilgraston is not confined to timetable learning. In the last few years a whole host of extra-curricular clubs and societies have been initiated, ensuring that the girls explore ideas and theories in a non, exam-focused arena.

If a Medical or Veterinary career beckons, the eponymously entitled Society encourages those interested in pursuing a career in these fields. Heated ethical debates are embraced and lectures from professional guests provide role models and first-hand subject insight.





Over seventy delegates attended the Rugby Turf Workshop at Twickenham Stadium in January, hosted by BSA and sports facility specialist S&C Slatter. This was the second year the event had been organised and representatives from Independent Schools and a few Community Rugby Clubs travelled from all parts of the Country to attend.

The purpose of the workshop was to impart the latest information and practical advice to those considering or planning to build sports facilities featuring a rugby turf (artificial grass) match play or training pitch. To develop knowledge, dispel a few misconceptions and share the experiences of schools who have already completed this process.

Introduced by Chairman of the day Andrew Lewin, BSA Director of Training and International, Robert Lougee, Bursar of Salesian College Farnborough commenced with a presentation on how best to create (and implement) a development plan. Using data and progress photographs from the pitch build project completed by Salesian in 2017, Robert delivered an insightful and highly detailed account of how to achieve the very best results. The college certainly did that: their artificial grass rugby pitch is highly regarded for its play performance.

The design and planning process is a vital part of any estate development not least when looking to build an artificial grass facility. Ben O'Connor, Head of Pre-Construction at S&C Slatter is an expert in this field and works with clients on projects ranging in value from a few thousand to in excess of six



million pounds. Ben described the process pathway successfully adopted by S&C Slatter which acknowledges the recommendations of the RIBA Plan of Work 2013 and embraces strategic definition, preparation and the brief, concept design, developed design and technical design.

It was a tribute to the growing importance of this BSA/S&C Slatter Workshop, that - once again - Marc Douglas, Research, Turf & Equipment Manager of World governing body, World Rugby, travelled over from Dublin to deliver the keynote presentation - the World Rugby Regulation 22 performance standard. This standard has a number one priority: player welfare. But, it also identifies the best quality manufacturers, sets a minimum expected level of performance and operates a pitch certification process.

FieldTurf is S&C Slatter's artificial turf manufacturer partner and a World Rugby Preferred Turf Producer. Paul

Fraser, Regional Business Director of FieldTurf, followed Marc with an update into the very latest artificial grass technology and an overview of how his company works to ensure that their product systems continue to innovate.

The final presentation was by Ben Grigor, Grounds Manager of Queen Ethelburga's Collegiate, who has responsibility for their outstanding external facilities which include both artificial and natural grass rugby pitches. Ben talked about the maintenance programmes he operates and the challenges that one inevitably has to address in constantly delivering the very highest quality.

Paul Wilson of the Harlequins Foundation also gave a short talk on the invaluable work they do in schools.

The day ended with extended Q&A discussions which again emphasised just how successfully the audience had engaged with the workshop.

*Everyone works,
and explores,
together.*

At our weekly STEM Club, pupils are encouraged to explore complicated engineering techniques. Projects have included the building of a fit-for-purpose *ammeter*, used to measure the current in a circuit, and a functioning *micro-scale*, designed for micro analysis, determining the mass of something as small as an eyelash.

The school has embraced its parkland setting with the establishment of a Botanical Society. Plant husbandry and biodiversity are practised and studied in plots that burst with medicinal flora, edible flowers and vegetation dedicated to the preservation of insects. Pupils study the Woodland Ecosystem, but not before designing and building hedgehog houses, bird tables and red squirrel feeders: "It's all about learning on the job," notes a pupil.

Studying nature in its natural habitat is fundamental to the curriculum at Kilgraston. However, physical composition is also integral to the school's policy and, while others are tucking into their Christmas turkeys, pupils here sign up in their droves for the annual *Festive Dissection*. At this revered diary date, retrieving the lens from a squid's eyeball and cutting-up fascinating creatures, such as an octopus and conger eel, is all part of the table plan.

Keenly anticipated too is the annual Kilgraston Science Week. Now in its fourth year, this event witnesses the whole school turning into a buzzing 'petri dish', with scientific experiments and projects going on in every nook



and cranny. "This creates a common sense of purpose," says Connolly, "everyone works, and explores, together. Staff and pupils."

This sense of common interest is certainly paying dividends. Former pupil Ruth Faherty is now in her third year at St Catherine's College, Oxford, studying Civil Engineering. "At Kilgraston we had to figure out what was going on by ourselves in experiments and come to our own conclusions. This really sparked my interest and got me thinking in detail about why and how things happened," says Ruth. A school trip to the nuclear research facility, CERN in Geneva,

ignited a spark in her. "When I was about 14, a teacher suggested that I might be suited to engineering. I didn't really know what engineering was exactly but the more I looked into it, the more I liked it."

Portraits of inspiring women, including many from STEM fields, line the school's corridors. Katherine Johnson, the renowned NASA mathematician, is just one who smiles down at pupils. "I had a very, very interesting childhood," said Johnson, "but, oh my, education was the primary focus in our family."

We couldn't agree more with you Katherine.

Above

and beyond the curriculum in boarding

Boarding schools are known for their outstanding extra-curricular opportunity – but what is often not recognised is the unrivalled opportunities for academic enrichment and extension. This is super-curricular opportunity – self-directed learning far beyond the A level “spec”.

It is essential for ambitious university applications. Cambridge University's admissions advice explains: “We expect to see evidence of students' super-curricular activities and wider engagement with their areas of academic interest.” More to the point, we want intellectual curiosity for its own sake, for all our students.

High trust, high challenge is one of our mantras at Lancaster Royal Grammar School. Our school culture emphasises the importance of taking intellectual risks. A powerful example comes from the educational charity *Parallel Histories* which one of our teachers set up to promote debate following a school trip to Israel and the West Bank.

Boarders have since taken part in shared lessons and conferences with Muslim and Jewish faith schools. One of our boarders may come from a quiet Lake District



Dr Chris Pyle
Head, Lancaster Royal Grammar School

village, while the next has moved to Lancaster from an international school in Saudi Arabia. Preconceptions are challenged and real learning happens in those lively lessons!

Boarding provides time for a thousand opportunities for academic stretch. The list is long and varied. At any moment boarders may be reading the Costa Book Awards shortlist or entering the

*High trust, high challenge
is one of our mantras at
Lancaster Royal Grammar School.*



Linguistics Olympiad; going on an astronomy trip or rehearsing for a Poetry by Heart competition.

The most formative super-curricular opportunities are those run by the pupils themselves, from Amnesty to MedSoc. Our school's oldest club is our debating society, the Whewell Society, founded in 1908, run entirely by students, and still going strong!



BE BRAVER WITH branded

THERE IS NO GETTING AWAY FROM THE FACT THAT SCHOOLS TODAY ARE BUSINESSES. YOUR PROPOSITION TO THE OUTSIDE WORLD AND HOW IT IS PRESENTED HAS A DIRECT EFFECT ON HOW PEOPLE RELATE TO YOUR ESTABLISHMENT WITH A RESULTING IMPACT ON ADMISSIONS, REVENUE, SUCCESS AND REPUTATION.

Independent schools and colleges need now, more than ever to embrace the importance of their brand, messaging and marketing in order to remain a viable choice as future education providers. Growing competition from non-fee paying schools, along with powerful takeovers and mergers, means simply doing what you've always done might not be enough to keep you as the preferred choice.

Going the extra mile and investing time and effort in creating outstanding marketing will help deliver your unique message. Marketing excellence will differentiate your school from your competitors. The right combination of imagery and carefully chosen messaging can set your school apart in a saturated marketplace. Don't follow the herd, dare to be different. Focus on your organisation's strengths and really shout about them.

Don't get wrapped up in boardroom politics. Identify what genuinely differentiates you. Schools may want to promote a particular set of USPs but alumni, parents and pupils may have been influenced by other factors in their decision to choose your school. Knowing and understanding your audiences better can help you shape your messaging.

Once you know why and how families choose your school, you can build your campaigns to showcase success stories and inspirational messages from past and present learners that align with your messaging. Peer to peer messages using real experiences and real people can be far more effective than placing yet another advert in local press.

Branding bucket list

DON'T FORGET THE HUMAN FACTOR

Everyone always remembers a good teacher, and a great club or team they were involved in. These are some of your greatest assets - promote them to promote your school.

QUALITY SHINES THROUGH

Starting with your identity, your crest, your badge, your logo or however you describe it, if you're promoting your school as a school of distinction, ensure everything that bears your brand deserves it. This is your reassurance of quality.

TARGET YOUR MARKETING APPROACH

It's important to concentrate on the approaches that will have the greatest impact. It is crucial that you are monitoring what activities result in pupils, parents and teachers choosing your school over a competitor. You need to ensure that you're advertising in the right way and sending out communications that get the best results.

DELIVERING A CONSISTENT MESSAGE

From the very first enquiry, make sure you're communicating effectively in order to make your school stand out in a competitive marketplace. Consistent, professional and welcoming communications will reassure parents and learners that they have made the right choice.

CREATE A POWERFUL BRAND AND KNOW WHAT YOU STAND FOR

Your school brand is what people think when they hear your name. It is your school's reputation. It matters. It is worth the effort to do it right.

→ The power of the positive peer group

Peer groups and role models are immensely important to teenagers. As neuroscientist Sarah-Jayne Blakemore writes in *Inventing Ourselves: The Secret Life of the Teenage Brain*, our sense of self often has its origins in adolescence: "And in developing that social self, one group of people stands out as being exceptionally significant: our friends; other adolescents – people like us."

Teenagers are always scanning the social horizon, and the power of the positive peer group is at the core of boarding's academic advantage.

Boarders often work and learn with their friends, with academic staff on hand – and also benefit from vertical role modelling in the boarding house. The focus of some well-respected Upper Sixth students, working towards demanding university offers, rubs off on boarders in the year below. Their example will be more powerful than any adult encouragement!



Boarders benefit from a community beyond the school. Engaging with the wider academic life of our city brings a great breadth of perspectives – from businesses, hospitals, charities and universities.

The universities of Lancaster and Cumbria provide us with diverse and stimulating speakers and points of view. In recent weeks we have hosted a francophone specialist who researches African albinism, a historian speaking on Tudor ballads, a geologist exploring the physics of volcanoes, and a historical geographer decoding a film archive from central Asia: students also attended a seminar with Pulitzer Prize-winning poet Paul Muldoon.

Undergraduates lead sessions on research skills for Sixth Formers studying for the EPQ; international students lead conversation classes for our A level linguists; and both universities' library facilities are available for Sixth Formers' study and research.

No other school experience compares to the academic buzz of boarding at its very best. A community of talented students sparking off one another even in their evenings and weekends, with much encouragement and support, is an unbeatable recipe for super-curricular success.



Daisy Dai winner of the Khadija Saye

Photography Award 2019

Daisy Dai, a Year 13 boarder at Kingswood School, Bath has been named the winner of the 2019 BSA Khadija Saye Photography Award.

Sponsored by Tempest Photography, Daisy won £250 for her photo submission. With 61 entries from 20 schools from around the world, the second year of the award was a true showcase of boarders' talents.

Daisy said she had taken inspiration from the Koi fish, which are a sign of luck in many Asian cultures and that the "annual waves of the water give us a sense of time...which may not be fully described by verbal languages. Colours and lines for me are just a bridge directly connecting from heart to heart. This image shows my wish for the world to be in peace and happiness as time passes on, and my hope for the "conflicts" to enrich the world without prejudices."

Speaking on Daisy's photo and the competition itself, Kerry Kinsman, Business Development Manager at Tempest Photography, said: "We were delighted to see the number of entries had increased on last year. The standard was again incredibly high giving us the almost-impossible task of selecting just one winner; many of the written inspirations were particularly thoughtful and added a real poignancy to the captured image.

Daisy's photograph instantly caught our attention and was one to which we all kept returning. There is a beautiful vibrancy to the image, and has so many different focal points to consider that we never tired of looking at it."

Dedicated to the memory of former boarder at Rugby School and recipient of an Arnold Foundation bursary, Khadija died with her mother, Mary Mendy, in the Grenfell Tower disaster in London 2017. Khadija was an internationally respected photographer who had exhibited her work, titled 'Dwelling: in this space we breathe' at the 75th Venice Biennale.

Khadija's former Headmaster, Patrick Derham said that Khadija left "and indelible mark on all of us".

TEMPEST
PHOTOGRAPHY



Competition Runners Up,
Dimitri Georges (Rochester
Independent College) (A) and
Tess Donnelly (Eastbourne
College) (B) each receive £50
iTunes gift cards.





Resilient optimism

“*Modern boarding at its best allows the boarder to have the fullest opportunity to develop academically and socially.*”

Resilience is a word we hear being much discussed these days. In fact, the independent sector as a whole has long demonstrated its resilience in the face of confident predictions of its likely demise. Indeed, it's probably prep boarding which has had the most doomsayers lining up to predict that the end is nigh for such schools. There is, however, every reason to have optimism for prep boarding for, as I've seen during my travels around the country visiting schools, where there is a belief and investment in infrastructure and the staff to support this area of school life it is thriving.



When touring IAPS boarding schools I've noted the constant reference to the fact that the children had been involved in decision-making in areas where it's appropriate for them to do so. 'We asked them what they wanted and that's exactly what they got and they love it' is something I've heard over and over again. It must be simply the case that the children feel they are being listened to but, more than this, modern boarding shows investment in the areas which really matter to young people brings its rewards in the increased enthusiasm of the children for what the school is trying to do.

There is no one model for modern boarding which is more successful than others. It can be flexi, weekly, full or a combination of these approaches. What matters is there is clarity and commitment to the approach and it will then be a success.

There is undoubtedly demand for boarding which often allows parents

to maintain successful professional careers whilst their children learn invaluable skills of co-operation, tolerance and self-organisation. Modern boarding is a fun experience too and having spaces where you can enjoy the company of your peers, whatever your mood of the moment, is another feature of modern prep school boarding. It is the common-sense approach which allows greater levels of flexibility towards boarding which also resonates with the parent and the potential boarder of today. Yes, it can be possible to board yet still be at home for one day a week so you can train with your local sports team which is made up of the friends you had before you joined your prep school. The best of both worlds can be accommodated if geography allows.

Modern boarding at its best allows the boarder to have the fullest opportunity to develop academically and socially. It allows the boarder to grow up, learn from mistakes in a

structured caring environment and have a positive experience which will stand them very well for their futures. Prep school boarding has shown itself to have resilience in abundance and as an offer which is as attractive as it's ever been as a route to enabling young people discover who they are, where they want to go and guides them on how to get there.



Christopher King
CEO, IAPS

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In the Community

BSA will officially launch its new community action programme, 'On Board', at the forthcoming BSA Heads Conference. On Board gives member schools the chance to highlight and share the great volunteering work that takes place in our schools. Boarding schools have always engaged closely with their local communities, and play a key role in the life and spirit of the cities, towns and villages within which our boarders live and learn.

The aim of BSA's On Board programme is to capture and showcase great boarding volunteering, including through a dedicated space on the BSA website, as a key example of how boarding builds our pupils' character.

At my own school, boarders pledge their time to support local community projects; pupils volunteer alongside local organisations, such as coppicing and conservation work with the Steyning Downlands Scheme, or volunteering with the Interact Junior

Rotary Club, commit to local events such as the Big Beach CleanUp or local resident tea parties, and support activities in local schools and churches. Volunteering is a key part of our pupil enrichment programme; of course it benefits the community within which our boarders volunteer, but it equally enriches the lives of our pupils themselves, giving them the opportunity to build character and to develop the type of gratitude that only comes from helping, understanding and supporting others in our communities. The gratitude that comes from volunteering is a key support to developing your own mental health resilience.

My own passion for volunteering, and my determination to embed it at Steyning Grammar, comes from my school days at Sevenoaks School, where I volunteered weekly as Student Chair of their widely

acclaimed 'Voluntary Services Unit' – known as 'VSU'; for me this was an experience that was truly life changing.

I am delighted as Chair of BSA to have heard more from Sevenoaks School about how VSU is thriving in 2019.



Nick Wergan
Chair, BSA

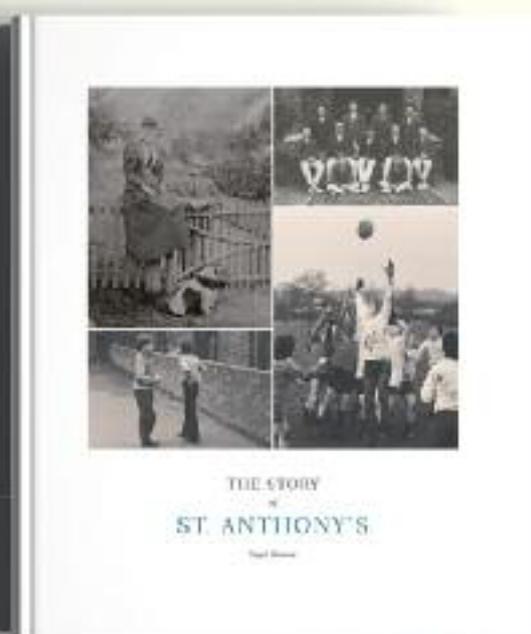
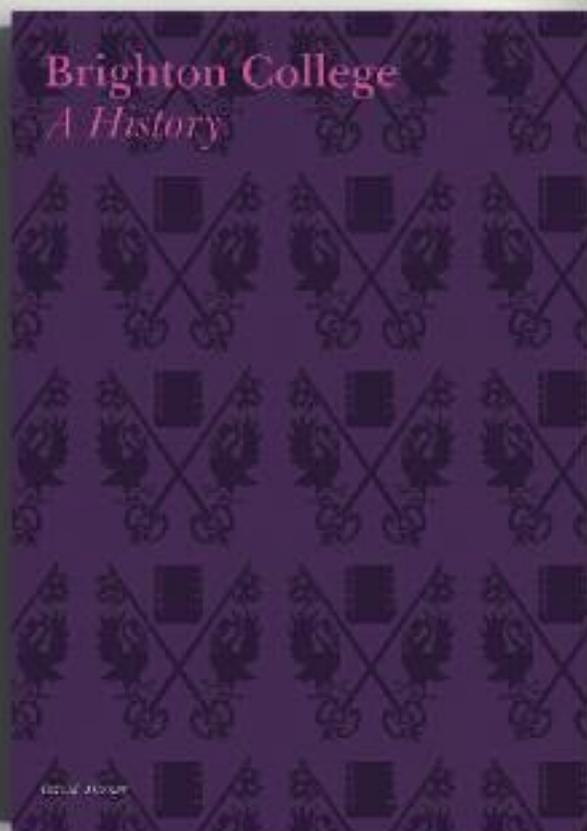
Headmaster, Steyning Grammar School

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“
doing a good thing
”



Sevenoaks' Senior Deputy Head Theresa Homewood updated me: "Sevenoaks School was one of the pioneers of service, and the Voluntary Services Unit was established in 1960. Service is sometimes misrepresented as "doing a good thing". It is much more powerful than that. Yes, it enables our students to give but it also enables them to understand the wider community, to learn life long interpersonal skills, to set their moral compass and to take a lead.

I still remember my experiences of volunteering when at school and can see how they have impacted on all that I have done since. No wonder that Service has been added as a fourth strand to a Sevenoaks Education along with Academic, Pastoral and the Co-Curriculum."

I am incredibly proud of the powerful role for good that modern boarding can play, and volunteering is a great example of this. The BSA On Board programme will shine a light onto the great practice across our boarding nationally; I look forward to all our schools signing up to it, and promoting their excellence in volunteering on social media with the hashtag

#BSAonBoard .



BSA MEMBER LIST

Abberley Hall School	Buckswood School	Farleigh School	Lancing College
Abbey College, Cambridge	Burford School	Farlington School	Langley Prep School at Taverham Hall
Abbey College, Manchester	Burgess Hill Girls	Farringtons School	Langley School
Abbots Bromley School	Caldicott School	Felsted School (incl Prep)	Lathallan School
Abbotsholme School	Cambridge Centre for Sixth-form Studies	Feltonfleet School	Leighton Park School
Abingdon School	Cambridge Tutors College	Fettes College (incl Prep)	Leweston School
Abrar Academy	Campbell College	Foremarke Hall, Repton Preparatory School	Lime House School
Ackworth School	Canford School	Forres Sandle Manor School	Lincoln Minster School
ACS Cobham International School	Cardiff Academy	Framlingham College Preparatory School	Liverpool College
Adcote School	Cardiff Sixth Form College	Frensham Heights School	Llandoverly College
Al Jamiatul Islamiyyah	Cargifield School	Frewen College	Lockers Park School
Albyn School	Casterton Sedbergh Preparatory School	Fulneck School	Lomond School
Aldenham School	Caterham School	Fyling Hall School Trust LTD	Longridge Towers School
Aldro School	CATS College, Cambridge	George Watson's College	Lord Wandsworth College
Aldwickbury School	CATS College, Canterbury	Giggleswick School	Loretto School
All Hallows School	CATS College, London	Glenalmond College	Loughborough Grammar School
Amesbury School	Chafyn Grove School	Godolphin School	Luckley House School
Ampleforth College	Charterhouse School	Godstowe Preparatory School	Lucton School
Appleford School	Chase Grammar School	Gordon's School	Ludgrove School
Ardingly College	Cheam School	Gordonstoun School	LVS Ascot
Ardreck School	Chelsea Independent College	Great Ballard School	Maidwell Hall School
Ashby School	Cheltenham College	Gresham's School (incl Prep)	Malvern College
Ashdown House Preparatory School	Cheltenham Ladies' College	Haberdashers' Adams	Malvern St James
Ashfold School	Cherwell College Oxford	Haileybury and Imperial Service College	Marlborough College
Ashford School	Chetham's School of Music	Hampshire Collegiate School	Marlborough House School
Ashville College	Chigwell School	Handcross Park School	Marymount International School
Ashwicke Hall School	Christ Church Cathedral School	Hanford School	Mayfield School
Atlantic College	Christ College, Brecon	Harrogate Ladies' College	Merchiston Castle School
Aurora Eccles School	Christ's Hospital School	Harrow School	Mill Hill School Foundation
Aysgarth School	City of London Freeman's School	Hatherop Castle School	Millfield Preparatory School
Badminton School	Claremont School	Hazlegrove Preparatory School	Millfield School
Barnard Castle School	Clayesmore Preparatory School	Headington School	Milton Abbey School
Barnardiston Hall Preparatory School	Clayesmore School	Heath Mount School	Monkton Combe Preparatory School
Bath Academy	Clifton College	Heathfield School	Monkton Combe Senior School
Battle Abbey School	Clifton College Preparatory School	Hereford Cathedral School	Monmouth School for Boys
Beachborough School	Cobham Hall School	Hethersett Old Hall School	Monmouth School for Girls
Beauesert Park School	Colchester Royal Grammar School	Highfield School	Moor Park School
Bedaes School	Concord College	Hockerill Anglo-European College	Moorland School
Bede's Preparatory School	Copthorne Prep School	Holmewood House School	More House School
Bede's Senior School	Cothill House School	Holmwood House School	Moreton Hall Prep School
Bedford School	Cotswold Chine School	Holyport College	Moreton Hall School
Bedstone College	Cottesmore School	Horris Hill School	Moulsford Preparatory School
Beech Grove School and Academy	Cranbrook School	Hurstpierpoint College	Mount Kelly School
Beechen Cliff School	Cranleigh School	Hurtwood House School	Mount St Mary's College
Beechwood Park School	Culford School	Ipswich High School	Mowden Hall School
Beechwood Sacred Heart School	Cumnor House	Ipswich School	Moyles Court School
Beeston Hall School	Cundall Manor School	Jamea Al Kauthar	Myddelton College
Belhaven Hill School	Dallam School	Jamia Al - Huda Residential College	New Hall School
Bellerbys College, Brighton	Darul Uloom Dawatul Imaan	Jersey College for Girls	Northbourne Park School
Bellerbys College, Cambridge	Dauntsey's School	Junior King's School	Northeast Manor School
Bellerbys College, London	De Aston School	Kensington Park School	Oakham School
Belmont Preparatory School	Dean Close Preparatory School	Kent College Nursery, Infant and Junior School	Ockbrook School
Benenden School	Dean Close School	Kent College, Canterbury	Old Buckenham Hall School
Berkhamsted School	Dean Close St John's	Kent College, Pembury	Old Swinford Hospital
Bethany School	Denstone College	Keswick School	Orwell Park School
Bilton Grange School	DLD College, London	Kilgraston School	Oswestry School
Bishop's Stortford College	Dollar Academy	Kimbolton School	Oundle School
Bishopstrow College	Dorset House School	King Edward's School, Witley	Oxford Sixth Form College
Bloxham School	Dover College	King William's College, Isle of Man	Packwood Haugh School
Blundell's School	d'Overbroeck's	Kingham Hill School	Padworth College Limited
Bootham School	Downe House School	Kings Bournemouth	Pangbourne College
Bosworth Independent College	Downside School	King's College Saint Michaels	Papplewick School
Boundary Oak School	Dragon School	King's College School	Perrott Hill School
Bournemouth Collegiate School	Dulwich College	King's College, Taunton	Peter Symonds College
Box Hill School	Dulwich Preparatory School, Cranbrook	King's Hall School	Pinewood School
Bradfield College	Durham School	King's School, Bruton	Plymouth College
Brambletye School	Eagle House School	King's School, Ely	Pocklington School
Bredon School	Eastbourne College	King's School, Rochester	Polam Hall School
Brentwood School	Edge Grove School	Kingsley School	Port Regis Preparatory School
Brighton College	Edgeborough School	Kingsmead School	Prestfelde School
Brockhurst And Marlston House Schools	EF Academy Torbay	Kingswood Preparatory School	Princess Helena College
Brockwood Park School	Ellesmere College	Kingswood School	Prior Park College
Bromsgrove School	Elmhurst Ballet School	Kirkham Grammar School	Prior's Field School
Brooke House College	Elstree School	Kitebrook Prep School	Queen Anne's School
Brookes Cambridge School	Epsom College	Knighton House School	Queen Elizabeth's School
Bruern Abbey School	Eton College	Lambrook School	Queen Ethelburga's Collegiate
Bruton School for Girls	Exeter Cathedral School	Lancaster Royal Grammar School	Queen Margaret's School
Bryanston School	Exeter College		Queen Mary's School
Brymore Academy	Exeter Mathematics School		Queen Victoria School

Queen's College, Taunton
Queenswood School
Radley College
Ratcliffe College
Reading School
Reddam House Berkshire
Reed's School
Rendcomb College
Repton School
Richard Huish College
Riddlesworth Hall Preparatory School
Rikkyo School in England
Ripon Grammar School
Rishworth School
Rochester Independent College
Rockport School
Roedean Moira House
Roedean School
Rookwood School
Rossall School
Royal Alexandra & Albert School
Royal High School Bath
Royal Russell School
Rugby School
Ruthin School
Rydal Penrhos School
Ryde School with Upper Chine
Rye St Antony School
Saint Felix School
Saint Roman's School
Salisbury Cathedral School
Sandroyd School
Scarborough College
Scarlsbrick Hall School
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 & Prep School, Hertfordshire
St Edmund's School, Canterbury
St Edward's Oxford
St Francis' College
St George's School for Girls, Edinburgh
St George's School, Ascot
St George's School, Harpenden
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 Music School
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
Steyning 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 Bluecoat School Edgbaston
The Chorister School
The Downs Malvern
The Duke of York's Royal Military School
The Elms School
The Five Islands School
The Hammond School
The Harefield Academy
The King's School, Canterbury
The Leys School
The Mary Erskine School
The Montessori Place, Hove
The Mount School
The New Beacon School
The Oratory Preparatory School
The Oratory School
The Park School
The Pilgrims' School
The Prebendal School
The Priory Academy LSST
The Purcell School for Young Musicians
The Read School
The Royal Ballet School
The Royal Grammar School, High Wycombe
The Royal Hospital School
The Royal Masonic School for Girls
The Royal School, Armagh
The Royal School, Dungannon
The Royal School, Haslemere
The Royal School, Wolverhampton
The Thomas Adams School
The Wellington Academy
Thetford Grammar School
Thornton College
Tockington Manor School
Tonbridge School
Trent College
Tring Park School for the Performing Arts
Trinity School
Truro High School for Girls
Truro School
Tudor Hall School
Twyford School
Uppingham School
Victoria College, Belfast
Vinehall School
Walhampton School
Warminster School
Warwick School

Welbeck Defence 6th Form College
Wellesley House School
Wellington College
Wellington School
Wells Cathedral School
West Buckland School
West Hill Park School
Westbourne House School
Westbourne School
Westminster Abbey Choir School
Westminster Cathedral Choir School
Westminster School, Westminster
Westonbirt School
Whitgift School
Winchester College
Winchester House School
Windermere School
Windlesham House School
Wishmore Cross Academy
Witham Hall School
Woldingham School
Woodbridge School
Woodcote House School
Woodhouse Grove School
Worksop College
Worth School
Wrekin College
Wychwood School
Wycliffe College (incl Prep)
Wycombe Abbey
Wymondham College
Yehudi Menuhin School

EUROPE

A+ World Academy, Switzerland
Aiglon College, Switzerland
American Collegiate Institute, Turkey
Berlin Brandenburg International School, Germany
Brillantmont International School, Switzerland
Cabella International Sahaja School, Italy
Château de Sauveterre, France
Clongowes Wood College, Ireland
College Alpin Beau Soleil, Switzerland
College Champittet, Switzerland
College du Lemman International School, Switzerland
Ecole des Roches, France
Glenstal Abbey School, Ireland
Institut Montana Zugerberg, Switzerland
International School Eerde, Netherlands
John F Kennedy International School, Switzerland
Kilkenny College, Ireland
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
Survial Montreux, Switzerland
The International School of Paphos, Cyprus
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
Episcopal High School, USA
Epsom College in Malaysia
Frensham, Australia
GEMS Cambridge International School, Nairobi
GEMS Cambridge International School, Uganda
Hangzhou Greentown Yuhua School, China
Harrow International School Bangkok, Thailand
Harrow International School Hong Kong
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
New School Georgia
North London Collegiate School, Jeju, Korea
Peponi School, Kenya
Prem Tinsulanonda International School, Thailand
Pymble Ladies' College, Australia
Regents International School Pattaya, Thailand
School of Leadership, Afghanistan (SOLA)
Shattuck-St Mary's School, Malaysia
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
Toowoomba Anglican College and Preparatory School, Australia
United World College Dilijan, Armenia
United World College of South East Asia, Singapore
Wellington College International Tianjin, China
Westlake International School, Malaysia
Woodstock School, India



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