

Summer 2026 ▲ Issue 115

PREP SCHOOL

Reflecting the best in the prep and junior school world



JAYNE BRUMPTON

THE BREAST CANCER
THAT HIDES

10



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THOUGHTS FROM THE CHAIR



**MARK
TEMPLEMAN**
CHAIR - SATIPS

I hope the summer term is going well.

I am writing to introduce myself as the new Chair of SATIPS.

Firstly, I would like to thank David Kendall for his huge contribution to SATIPS over many years. David has given an enormous amount of time, care and dedication to the association and I know many schools will join me in thanking him for all he has done for the prep school community.

I have worked in prep schools for many years and alongside this I work with ISEB and as an ISI inspector. I am **passionate about prep education** and the important role SATIPS plays in supporting schools, teachers and leaders.

Looking ahead, one of my main aims is to ensure **SATIPS continues to be practical, useful and genuinely supportive** for member schools. We want SATIPS to feel connected to the real day-to-day life of schools and to continue building a **strong professional community** across the sector.

One project I have recently started is **Deputy Head Connect** - a growing network for deputy heads in independent schools. It is designed to share ideas, encourage collaboration and create a supportive professional network for those in deputy headship roles.

If you have deputy heads in your school who may be interested, I would be very grateful if you could **forward details of the group** when you receive them in the coming weeks.

Thank you for your continued support of SATIPS. The philosophy of the organisation has always been, **By Teachers, For Teachers** and we strive to support our members via our:

- **Subject Specific Broadsheets**
- **Webinar Programme**

- **Prep School Magazine**
- **Events for pupils** (including The SATIPS Art Exhibition, our Handwriting Competition, The SATIPS Challenge(Quiz) and SATIPSKI)

As ever, we are indebted to our Broadsheet Editors; Our Council members namely Ben Mono, Grant Whitaker, Kelly-Raymont Osman, Brenda Marshall (Webinar Programme), Tim Wheeler MBE and Chris Barnes, and our officers including Richard Tovey MBE (President), Stephen Coverdale (Finance and Constitutional matters) and Paul Jackson (Director of Education and Editor of Prep School Magazine.)

I look forward to working with you all.



FROM THE EDITOR



PAUL JACKSON
EDITOR - SATIPS

SATIPS was formed in 1954 at a time when teaching in a Senior Independent School was a respectable profession whilst teaching in a Preparatory School certainly wasn't! The latter were known as "assistants" and a group of them got together to form SATIPS-The Society of Assistants Teaching In Preparatory Schools.

The aim was to produce a forum which shared ideas and improved both subject knowledge and teaching methods. Thus, the organisation was essentially, **"For Teachers By Teachers."**

In the late 1990's, the SATIPS' title was modernised to emphasise its mission ie Support and Training in Prep, Primary and Senior Schools and it became an educational charity.

Subject Specific and Termly Broadsheets edited by teachers have always been its unique modus operandi and Prep School Magazine is also published by SATIPS. The first edition was sent to schools in 1988 edited by Anne Kiggell and advertising as well as educational articles were unequally represented in favour of the former!

As well as supporting member school teachers, SATIPS also provides national opportunities for pupils to demonstrate their work via The SATIPS Art Exhibition; SATIPSKI; The National Handwriting Competition and The SATIPS Challenge (quiz).

SATIPS organises a topical Webinar Programme and is always looking to promote further events for member schools such as a National Music day and a National Drama event for Prep Schools. We are currently liaising with the English Speaking

Union with a view to developing public speaking and debating opportunities.

The organisation is, perhaps, more relevant than it has ever been as some schools reduce CPD and attendance at subject conferences due to economic constraints.

These are exciting and busy times for the Officers (4), Council members (6), Broadsheet Editors (23) and Event Organisers (5) who are drawn from a range of Prep Schools across the country.

I have been associated with SATIPS since I moved from Senior Schools to Preps in 1990 and I can honestly say that it has been a source of vicarious joy.

Prep School Magazine

'Prep School' is published three times a year. It offers readers in Prep, Primary and Senior schools a broad range of authoritative articles on educational issues.

A **SATIPS** Publication



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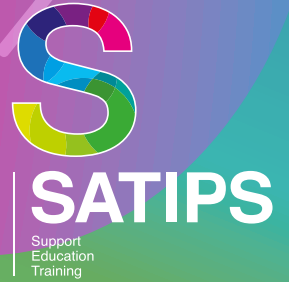
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WEBINAR PROGRAMME

AUTUMN TERM 2026

CLICK HERE
to book online



September

24 THURSDAY
4pm - 6.30pm

Speaker:

BRENDAN PAVEY

Leading with Confidence: Preparing Middle leaders for ISI Inspection

Target Audience: **Heads of Department, subject leaders, curriculum coordinators, and middle leaders.**

29 TUESDAY
4.15pm - 5.15pm

Speaker:

LEX LANG

Future-Ready Learners: Preparing children for a world of intelligent tools

Target Audience: **All teachers.**

October

01 THURSDAY
4pm - 6.30pm

Speaker:

JOHN REES

Positive Behaviour Strategies for High Levels of Pupil Progress

Target Audience: **All teachers.**

06 TUESDAY
4pm - 5.30pm

Speaker:

ANNA CAULFIELD

Strengthening Writing Outcomes in the EYFS (3-5yrs)

Target Audience: **Early years teachers.**

08 THURSDAY
4.30pm - 6pm

Speaker:

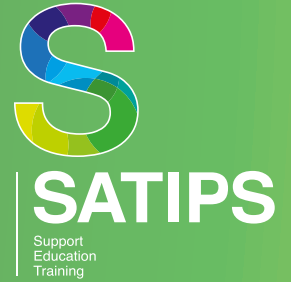
ED CLARKE

Latin:

an examiner's perspective on the new CE, 13+ scholarship preparations and how best to approach key topics

Target Audience: **Teachers and Middle & Senior Management, Years 4-8.**

CLICK HERE
to book online



November

05 THURSDAY
4pm - 6.30pm

Speaker:

KELLY ALCHIN

Building Resilience in Pupils and Parents Alike

Target Audience: **School leaders, teachers, and teaching assistants at all key stages**

12 THURSDAY
4pm - 6.30pm

Speaker:

LAURA BROWN

Towards Exceptional Primary Maths

Target Audience: **Primary Maths Subject Leaders**

17 TUESDAY
4pm - 5.15pm

Speaker:

TERESA CREMIN, CBE

Reading for pleasure: Developing desire, delight and stamina

Target Audience: **All staff interested in reading in Years 2-8**

18 WEDNESDAY
4pm - 6.30pm

Speaker:

MALCOLM DRAKE

Raising Standards in Teaching and Learning

Target Audience: **Leaders of Teaching & Learning, Middle Leaders, Senior Leaders, Instructional Coaches and Teachers**

24 TUESDAY
4pm - 6.30pm

Speaker:

MALCOLM DRAKE

Preparing for RSE 2026: Confident and Compliant Teaching

Target Audience: **Teachers of RSE / R(S)HE / PSHE and Governors in both primary and secondary schools**

FAITH YOUR FEAR

CHOOSING TRUST, COURAGE
AND HOPE WHEN STEPPING
INTO THE UNKNOWN

Last summer, my wife and I returned to Schladming in Austria, a place full of happy memories for our family. Sixteen years ago, we visited with our daughters, enjoying its beautiful mountain walks and summer activities. On that trip, we watched paragliders running down the mountainside and soaring into the sky. My wife announced – quite confidently – that one day she would like to do that.

Fast forward to 2025, and she decided it was time to turn that long-held dream into reality. Feeling supportive (and perhaps a little foolish), I agreed to join her.

As the day approached, I discovered just how powerful fear can be. Although I tried to reassure myself that everything would be fine, my body had other ideas. Fear has a way of making itself known, and mine certainly did. It was clear that, despite my brave words, I was deeply anxious about what lay ahead.

On the morning of the flight, my nerves were not helped by a news headline on my phone announcing a fatal paragliding accident elsewhere. To add to the drama, as we walked through the town to catch the bus, church bells rang out for a funeral procession moving slowly through the streets. It felt as though everything around me was warning me to rethink my decision.

Eventually, we reached the top of the mountain, met our experienced pilots, and were securely strapped in. Then came the moment itself: running forward and leaving the ground behind. Within seconds, fear gave way to something quite different. As we caught a thermal and rose high above the valley floor, the view stretched out in every direction—quiet, vast, and incredibly beautiful.



IAN MORRIS

Up there, suspended between earth and sky, I realised I was also caught between fear and faith.

I could focus on all the things that might go wrong, or I could choose to trust: trust the equipment, trust the pilot, and trust that God was with me. Choosing faith over fear did not happen automatically; it required a conscious decision, repeated again and again.

History reminds us that fear is something all people face. President Franklin D. Roosevelt famously said, “We have nothing to fear but fear itself,” while Winston Churchill observed that **“Fear is a reaction. Courage is a decision.”** Both were right. Fear is a natural and helpful response that keeps us alert and safe. However, when fear takes over completely, it can stop us from trying new things, growing in confidence, or stepping beyond what feels comfortable.

This is a lesson that applies not just to paragliding, but to everyday life—especially in a school setting. Pupils may fear failing a test, starting something new, speaking in front of others, or making new friends. Adults, too, face worries and uncertainties.

The challenge is not to pretend fear does not exist, but to learn how to respond to it well.



Jesus often told his followers, “Do not be afraid,” reminding them that they were deeply known and loved by God. That reassurance still matters today. It invites us to face challenges with confidence rooted not in ourselves alone, but in the knowledge that we are supported and cared for, even when outcomes are uncertain.

At the start of 2026 opportunity knocked, and after much prayerful consideration I decided to run off the mountain of my thirty plus year teaching career and launch into the unknown. In my head, the flight between being mid-air and back with my feet firmly on the ground heading in a new direction would only be

a short one. However, it has not gone according to my plan. I am still riding the thermals looking where to land and this real-life ride is as exciting and terrifying as that which we took last summer, but the lessons remain the same.

I can worry about what might go wrong or I can ride knowing the pilot knows where He wants us to land.

Sadly, I know that many colleagues and children in Prep Schools will also be stepping into

the unknown at the end of this academic year, but the choice will not have been theirs. Let us be mindful of how they might be feeling this term and encourage them not just to face their fears, but to faith them - placing them in a wider context of trust, courage, and hope. Like that flight from the mountain, life sometimes requires us to step forward before we feel fully ready. When we do, we may discover that ***although there are no guarantees fear does not have the final word.***

God bless
Ian

KEY TAKEAWAYS

1. Fear is natural and often protective, but it should not be allowed to dominate our decisions.
2. Faith requires conscious, repeated choice - especially in moments of uncertainty.
3. Trusting God does not remove risk, but it reframes how we face the unknown.
4. Lessons learned in dramatic moments often apply equally to everyday school and working life.
5. In times of transition - chosen or imposed - we should support and encourage others to “***faith their fears***” with compassion, courage, and hope.

THE BREAST CANCER THAT HIDES

A TEACHER'S STORY OF LOBULAR BREAST CANCER -
AND A CALL TO THE EDUCATION COMMUNITY TO HELP DRIVE CHANGE.



JAYNE
BRUMPTON

I am a teacher at Bilton Grange Prep School in Warwickshire. By 2021, I had been there for 16 years. I was Head of History, a Games coach, a Head of House, and a Scouts Leader. Life was full, busy, and deeply rewarding. I felt well, was active, had never smoked and ate a good diet.

Then, without warning, everything changed.

I was diagnosed with lobular breast cancer - a type I had never even heard of.

I didn't know there were different types of breast cancer! I was soon to find out that I had what is often referred to as 'the sneaky one.'

And why? Because, unlike other breast cancers, **lobular doesn't form lumps**, it spreads through the breast tissue in single cell lines, like a spider's web. **So, it cannot be felt and is often missed on mammograms.**

After feeling what seemed like a hardness in my breast, I went to my GP, who examined me and told me that she could feel nothing, that my breasts were perfectly normal and not to worry about it. I had my regular mammogram booked anyway and it turned out that I already had a tumour of nearly 4 centimetres, and the cancer had spread to the lymph nodes in my armpit. I felt mortified that I had somehow been negligent, but even my GP couldn't detect anything.

I was Stage 3 - just one stage away from incurable.

I was lucky - my tumour was picked up on my mammogram. Dr Susan Michaelis, the founder of the Moon Shot Project, who had a 7cm tumour, wasn't so lucky.

Let that sink in.

Even being vigilant, even seeing a doctor, it was almost missed.

My treatment was aggressive: six different treatments, and I will remain on hormone blockers for years. And still, the risk of recurrence hangs over me. There is currently no targeted treatment for lobular breast cancer - nothing designed specifically to stop the way it grows.



What shocked me most? This isn't rare.

Lobular breast cancer is the **second most common type of breast cancer in the UK**. Every single day, **22 women are diagnosed** - that's over 8,000 every year. Yet so few people have heard of it. That's not just surprising - it's dangerous.



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When I realised how under-researched and under-funded this disease is, I knew I couldn't stay silent. I had to turn my experience into something that could make a difference.

I began speaking out. I joined the Lobular Moon Shot Project - a campaign pushing for a major, focused investment in research to finally understand and treat this disease properly. I've stood in Westminster, spoken to MPs, taken part in campaigns, and helped raise thousands of pounds for research. For the last three years, I have organised a '22 for the 22' walk - 22km for the 22 women a day diagnosed with lobular breast cancer in the UK. In April this year, I delivered a petition to 10 Downing Street, urging the government to fund research into lobular.

Because this isn't just about me.

It's about the thousands of women diagnosed every year - often too late.

Right now, a team of researchers is ready to begin groundbreaking work at the Manchester Breast Centre.

For £20 million over 5 years, we could finally map lobular breast cancer properly.

Paving the way for earlier detection, better treatments, and saved lives. Money donated to the Lobular Moon Shot Project is going straight to the Manchester team, for them to initiate their research.

That's not a cost. That's a life-saving investment.

And this is where you come in.



YOU CAN MAKE A DIFFERENCE:

- **Raise awareness** - Talk about lobular breast cancer. Share this story. Help people understand that breast cancer is not always a lump.
- **Write to your MP** - Urge them to push for this funding. Political pressure works. 465 MPs, across all political parties, want this research funded, but we are still waiting for government action.
- **Fundraise or donate** - Every pound brings us closer to better diagnosis and treatment.
- **Listen to your body** - If something feels wrong, push for answers. Don't be reassured too quickly.



Young people are already stepping up. Tragically, they are aware that they could become one of the 22, and they want to make sure that a specific targeted treatment will be available for them, if they need it. For the last two years, a former Bilton Grange pupil, Anya, whom I taught, has done the '22 for the 22' walk with me. Aged 14, she inspired her house at Rugby School to raise over £1,000 for this cause. If she can act, so can we all.

***Because awareness alone is not enough.
We need action. We need funding. We need change.
And one day, because of that action, fewer women will hear the words I did.***

**KEY
TAKEAWAYS**

1. Lobular breast cancer is the second most common form of breast cancer but you can't always feel it and it can be missed on mammograms.
2. Urgent research is needed to understand this neglected breast cancer and to find a specific targeted treatment.

Website: lobularmoonshot.org; lobularbreastcancer.org.uk

Social Media: The Lobular Moon Shot Project

Webinar: By Professor Cliona Kirwan and Professor Rob Clarke on lobularmoonshot.org

**FURTHER
RECOMMENDATIONS** ✓



HOPE

THE THING WITH FEATHERS THAT
HELPS SCHOOL COMMUNITIES FLY



LEO WINKLEY

Headmaster of Shrewsbury School
and CEO of the Shrewsbury
Family of Schools

Consider the single mother on state benefits whose manuscript was rejected by twelve publishers before Bloomsbury reluctantly agreed to take a chance. Harry Potter and the Philosopher's Stone changed J.K. Rowling's life and millions of others. Morgan Freeman spent decades working as a mechanic, a children's entertainer and a stage actor before becoming a Hollywood legend at 50 and winning an Oscar at 67. In South Korea, a 69 year old woman passed her driving test on her 960th attempt.

What unites these stories is not luck but hope, coupled with purposeful action. Hope is easily mistaken for naïve optimism: wishful thinking or finger crossing. However, true hope is a dynamic, resilient force. As writer Rebecca Solnit puts it: "Hope is not a lottery ticket... it is an axe you break down doors with in an emergency."

At Shrewsbury School, we enjoy extraordinary opportunities, yet none of us is insulated from setbacks or disappointment. Hope reframes challenge, not as an ending, but as part of a larger story. Martin Luther King Jr. captured this beautifully: "We must accept finite disappointment, but never lose infinite hope." Disappointment is inevitable, especially in highly uncertain times. What matters is how we meet it. Hope dignifies failure by turning it into fuel. As I recently told our pupils, **failure is not as an undertaker: it is a teacher.**

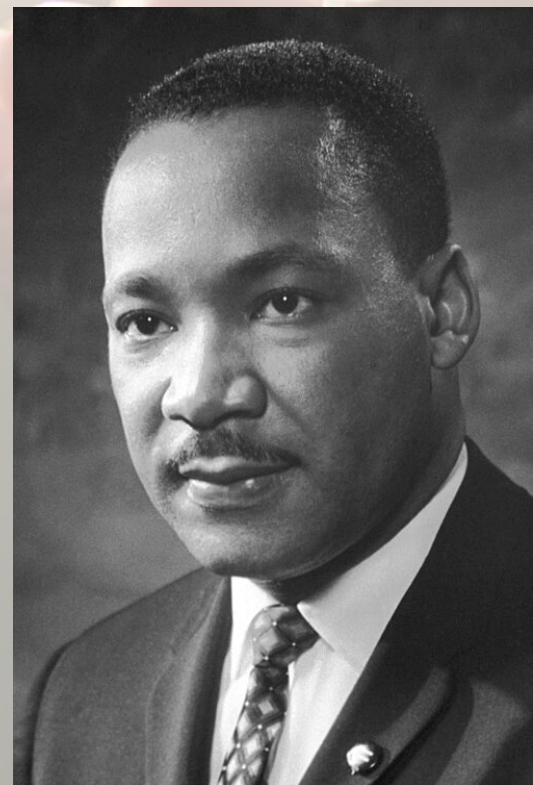
My own hopeful, if occasionally unrealistic, ambition is to see Arsenal finally lift the Premier League trophy. I can act on that hope by supporting the team. But some hopes must be tempered by realism: my childhood dream of scoring the winning goal in the FA Cup Final for Arsenal is

probably beyond reach. There is a difference between hopeful striving and delusional fantasy. History's great reformers, such as Malala, Gandhi, King, were driven by a conviction that change is possible, and that they had a part to play in it.

Disappointment is unavoidable, but hope turns failure into fuel.

The enemies of hope are cynicism and despair. Teddy Roosevelt warned against the "cheap temptation" of sneering at effort. Cynicism is a seductive posture because it protects us from the pain of disappointment, but it paralyses action.

Roosevelt's famous reminder still rings true: "It is not the critic who counts... The credit belongs to the man [or woman] in the arena... who strives valiantly; who errs... but who does actually strive."





At Shrewsbury, we strive to be “in the arena” to participate, reflect, improve; not to sit on the sidelines offering commentary. Caitlin Moran, in *How to Build a Girl*, warns that cynicism “wipes out millions of small, seedling ideas,” making invention impossible.

Cynicism sits on the sidelines; hope steps into the arena.

People become cynical, she argues, because they are scared: of being hurt, misled, or disappointed. But fear is a poor foundation on which to build a life. As Maya Angelou said, “There is nothing quite so tragic as a young cynic.”

School communities work best when they cultivate constructive optimism: a belief that it is better to get stuck in than stand back; that you get more out when you put more in; and that creators, not critics, shape the world. No monuments are built to cynics.

That said, the modern world is complex. The digital landscape offers both extraordinary opportunities and troubling distortions. Young people need to learn to navigate this world with discernment – able to distinguish fact from spin, optimism from illusion. Hope is the fuel, but virtues are the roadmap.

In times of uncertainty, hope is not a luxury; it is a necessity. It steadies us, energises us, and keeps us believing – in ourselves and in one another. Emily Dickinson’s image remains unforgettable: “Hope is the thing with feathers that perches in the soul, and sings the tune without the words and never stops at all”.

Hope is not a luxury – it is a necessity. It steadies us in uncertainty and guides us toward courage, compassion and purpose. Emily Dickinson memorably described hope as a small bird that “perches in the soul and never stops at all.” It keeps singing, even in storms.

The early years of senior school are among the most hopeful times of a young person’s life. We do not wish to shield pupils from all difficulty; rather, we aim to prepare them to navigate a complex world with confidence, integrity and optimism. School is both sanctuary and training ground.

At Shrewsbury, we cultivate virtues such as wisdom, courage, kindness, integrity and self mastery. My hope is that the distinctive energy and generosity of our community will inspire every Salopian to discover their path and achieve their personal best.

Here’s to hopeful communities, with or without feathers. Here’s to pursuing our goals with hopeful optimism – even if it takes 960 attempts.

KEY TAKEAWAYS

1. **Hope is active, not passive** – a force that drives effort, resilience, and purposeful action, not blind optimism.
2. **Failure can be a teacher** – setbacks gain meaning when viewed through a hopeful lens that encourages perseverance.
3. **Cynicism stifles creativity** – choosing hopeful engagement over sneering detachment builds stronger communities.
4. **Young people need discerning optimism** – the modern world demands both critical intelligence and a hopeful outlook.
5. **School communities thrive on shared hope** – collective energy, cultivating virtues and active participation help every individual to flourish.

FURTHER RECOMMENDATIONS ✓

Book: the poetry of Emily Dickinson

Podcast: This Cultural Life or In Our Time

The Better Leaders Better Schools Podcast with Daniel Bauer

Website: Letters from Shrewsbury – by Leo Winkley [Click here.](#)

STRONGER TOGETHER:

INTRODUCING THE SCHOOL PARTNERSHIPS ALLIANCE



JOE SPENCE

CEO OF THE SCHOOL PARTNERSHIPS ALLIANCE

The **School Partnerships Alliance (S.P.A)** exists to help schools with an ambition to work across the state and independent sectors to think strategically about their practice. We seek to convince politicians and policymakers, and the inspectorates (OFSTED and ISI), that all children benefit from collaborative engagement across schools in all settings.

The S.P.A. supports partnership networks and brokers partnerships between schools where they do not already exist. It supports schools in building relationships with social enterprises looking to support educational advancement. We are proud of our work with the Schools Enterprise Association, the Institute for Development Professionals in Education and the National Society for Education.

Initially seen as an independent school body with state school friends, the S.P.A. will have an equal number of maintained and independent school members by the end of 2026.

It does not exist to evidence the public benefit of independent schools, but is focused on the belief that schools working together can better support the educational and social progress of all children.

We are supported in this work by exceptional MATS such as E-ACT, who have partnered with HMC and the Bishop Chadwick Catholic Education Trust on a 'Moonshot' project that sets a model for others: <https://www.hmc.org.uk/about-us/public-benefit-and-partnerships/>.

It can be difficult to assess the impact of partnerships. We will develop a framework for assessing that impact, ***encouraging schools to focus on transformative projects that enrich the experience of all pupils,*** whether they are thriving and need to be challenged or are struggling to attend or to excel at school.

The S.P.A. sponsors partnerships of equals and promotes cross-sector collaboration in support of national educational priorities, including:

- The progress of looked-after children and the most deeply disadvantaged (or under-performing) children, notably at points of educational transition (e.g. KS2 to KS3; from school to university);
- The progress of children on the SEND register and neurodiverse children;
- Engagement in initial teacher training and in teacher retention and development;
- The application of AI in education;
- The promotion of the performing arts and opportunities in sport;
- The defence of minority subjects.

The breadth of cross-sector partnerships can be found on Schools Together (www.schoolstogether.org) hosted by the Independent Schools Council, while S.P.A.'s categorisation of partnerships was recommended by Civitas' The Future of Independent Schools (2025) as the best reporting framework:

Book: The Financial Times eleven-author guide to Democracy

Social Media: The Fair Education Alliance

Podcast: *The Rest is Politics*, particularly when Rory and Alsatair wax lyrical about what's going well in education.

FURTHER RECOMMENDATIONS ✓



Type 1 Connection - A school shares its available resources and facilities for the benefit of its partner



Type 2 Collaboration - Two or three schools collectively address a shared need or opportunity by combining resources



Type 3 Alliance - A collaborative partnership, broader in ambition and scope. Combining diverse resources in an ongoing, multi-school partnership



Type 4 Integration - Longer term, formal partnerships (some involving non-school stakeholders) to improve the potential for all children to thrive at school and beyond

Source: School Partnerships for Impact Guide (S.P.A., 2024)

Most partnership work is led by independent schools and is activity-focused. S.P.A. encourages state schools to lead on partnership projects and to have state and independent schools working together on policies (e.g. drawing up EDI, SEND or AI policies). **We also want Prep Schools to realize the important role they can play.** We are particularly proud of the work of Prep School members of the S.P.A. in the promotion of powerful partnership work within their communities, be it Glendower Prep's GlenSpark programme, or Bute House's work in both the academic (STEM) and pastoral (mental wellbeing) spaces or The Dragon's longstanding work in support of schools on the Blackbird Leys estate.

One of the weaknesses of our education system is that it is so fragmented. I hope the Foundation for Education Development's National Education Assembly will help to counter this. I hope too that there can be more examples of "the Bolton 19,000" ideal, emerging from a partnership of maintained schools, academies, independent schools and alternative providers. Bolton's Headteachers have committed to serving the interests of all 19,000 children of their town rather than only those in their own schools.

We need politicians and public opinion formers to recognise the excellent work to have emerged from the state-independent school partnerships that have over the last 20 years. These partnerships are often modest in their aims, playing to the strengths of their members and are not led by people who believe that they have all the answers.

Each of these partnerships has its own character. That in York has emphasised its role challenging the ablest pupils of the city while the Southwark Schools Learning Partnership has provided CPD and Pupil Voice opportunities across its 14 maintained and five independent schools. The Bristol Education Partnership, working in conjunction with the university and council, is more focused on the social issues that face the most disadvantaged of its pupils.

Looking to the immediate future, the Curriculum and Assessment Review (CAR) has provided an opportunity for partnerships to realize every child's entitlement to an enriched curriculum. The work of the English Speaking Union with schools of the OX14 partnership (of three independent and three state schools) in the promotion of oracy through Oxfordshire is emblematic of the way in which schools with a long-standing commitment to co-curricular activities are likely to have the resource and expertise to help all schools achieve the goals of the CAR.

There are many challenges facing schools, in an era of greater financial constraint than any of us can remember, but this is a time for doubling down on our partnership efforts rather than batten down the hatches.

KEY TAKEAWAYS

1. The S.P.A. is a truly cross-sector organization.
2. We look to encourage partnerships of equals, realizing what the state and independent sectors can learn from each other.
3. Partnership work does not need to follow what government dictates slavishly, but it needs to be cognizant of national educational priorities.
4. The Curriculum and Assessment Review provides great scope for partnership activity.
5. This is no time for retrenchment in partnership activity, but rather for embracing it.



THE BENEFITS OF PREP SCHOOL INDEPENDENCE AND UNIQUENESS



JON GRAY

HEADMASTER AT
YORK HOUSE SCHOOL
IN HERTFORDSHIRE

The population of standalone prep schools in this country has been in decline for several years. **Diseconomies of scale are a challenge**, as are the growing bureaucratic demands on a sector that has seen eroded independence for decades. This has undoubtedly led to a growing trend of prep schools looking to **'secure' their futures via mergers and acquisitions** with larger educational groups or senior schools. It's no secret that the current economy is not a friend to the smaller business and so the idea of collaborating

with a larger organisation that is better equipped to weather the storm, can understandably be an attractive proposition for a struggling prep school.

This trend is also occurring at a time when schools need **highly paid, more complex staff expertise**, whether that be in finance, HR, diversity and inclusion, mental health, safeguarding, AI/technology etc. the list is long. Prep schools of twenty and thirty years ago did not need compliance officers, HR managers, or indeed a finance

team **capable of coping with the imposition of VAT on school fees.** From this perspective, merging with a larger group has distinct advantages.

If you also consider the landscape today, the number of pupils going from prep to senior boarding is decreasing along with the distance that families expect to commute to and from school. Many in the sector will recall that

the prep school of yesterday was often in the countryside, had boarders, was probably single sex and provision was usually up to 13 years. The modern model is, however, more likely to meet with success as a day, town, co-educational school catering for up to age 11. It therefore seems quite plausible that the prep school sector will transition within a short number of years to educating less of the population

than previously. With that in mind, prep schools need to consider now, how they intend to fit into that new marketplace if they are to survive in the long term.

The standalone prep school that can no longer support itself may understandably look towards acquisitions and mergers to boost longer term stability. That said, for some this is not just about weathering the current storm



it's also about choosing a path that is right for the future of the school. Many prep schools will have originally set out to deliver a unique child-centred approach, one that values individual character rather than exam results and one that has a distinct voice. Where the value of prep school uniqueness comes from is in **its ability to differentiate**. For example, some prep schools are all about adventure and the outdoors, while some push their incredible pastoral care, their diverse co-curricular offering or the specific personality for the school and what it is 'known' for.

The central point is that prep schools are traditionally **all about preserving childhood**. They are about safety, playing with friends, nurturing happiness and building emotional resilience – **they are not subject-centred**. Standalone prep schools are also unique in their ability to give **credible and impartial advice** to families on the best next destination, based on years of knowledge including hundreds, if not thousands of children taught.

Of course, prep schools must do whatever they can to survive and must look to build multiple revenue streams, achieve economies, and **modernise processes through AI and other technology** to compete in a challenging and rapidly evolving market. Strong communications to families, not just parents, is also vital in the quest to justify existence and preserve prep school uniqueness in order that children can continue to enjoy a happy, genuine childhood in their chosen prep environment.



About York House (www.york-house.com)

York House is an independent prep school for girls and boys aged 3-13 years of age (and will move towards an 11+ co-educational model from September 2026). Founded in 1910 with a rich history, the school is set in 50 acres of stunning grounds and has been located just outside Croxley Green in Hertfordshire since 1966. While the school exceeds academically and pastorally, York House is passionate about inspiring a love of learning with a sense of adventure, while celebrating the importance of a 'genuine childhood'. Offering a high-quality experience in outdoor education, art, sport, music, drama and all other aspects of the curriculum, the school is committed to nurturing confident, self-reliant pupils in a safe, caring, positive and stimulating environment.



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CLARE JARMY

DIRECTOR OF INNOVATION
AT HABERDASHERS'
ELSTREE SCHOOLS IN
HERTFORDSHIRE

TAKING THE INTEGRATION OF AI BEYOND APPROPRIATE USE

WHY THE CONVERSATION AROUND AI MUST
BE ONGOING AND DYNAMIC ENOUGH TO
REMAIN CURRENT...

AI (Artificial Intelligence) is developing and advancing quickly, so the conversation in schools must be ongoing and our guidance, dynamic enough to remain current. As teachers, we have to be explicit regarding our goals if we want to give pupils the very best opportunities to use AI to make a positive impact in the world. That means nurturing an ongoing, open dialogue with pupils around how to achieve that. New tools are cropping up all the time, as are new challenges, so we can never rest on our laurels, the discussion is always evolving and although daunting at times, it is something that schools should feel excited to be part of.

Prep schools have particular challenges when it comes to responding to AI. On the one hand, the job market is going to be the most different for the youngest students. On the other, age restrictions on many AI tools put them beyond the direct use of prep school pupils (and many would say 'rightly so'). Prep schools must both be responding to AI whilst not giving pupils access to much of it. Faced with this dilemma, it can be tempting to just look for a tool: an AI program that pupils can safely use at a younger age. Whilst this might well be part of an answer, the danger is that such an approach ticks a box, whilst not addressing a wider issue.

CRITICAL THINKING AND POSITIVE ENGAGEMENT

Viewing the integration of AI technology in relation to the development of children as people, and beyond simply learning how to use these tools appropriately, is a good place to start. AI is not simply a new tool, like a glue stick or pair of scissors in a pencil case. AI challenges what it means to think, to work, to come up with an idea. In January 2026, the CEO of MacKenzie announced that of its 60,000 employees, 25,000 were now AI agents. Ultimately, this means prioritising an ethical, pedagogical and philosophical understanding of AI, which in turn will promote critical thinking and positive engagement across your school community.

At our school we are launching a new curriculum for pupils aged 8-13 years in September, which is designed to assess 12 key dispositions, such as collaboration, initiative and integrity: the deeply human traits that we believe really matter, and those which are not replicable by AI. We piloted this approach in Year 5 last September, building a curriculum about ethical entrepreneurship, sustainability, human rights and fast fashion around the ISEB's iPQ qualification. This is a meaningful response to a world that is being shaped by developments in AI, but one that goes beyond mere integration of tools. The feedback we have had on this approach so far has been really positive. Parents and students are both recognising the complexity of thinking, as well as new ways of problem-solving, that it is bringing to the curriculum.





ACADEMIC STANDARDS MATTER

At the same time, it is important, particularly in the pre-prep and prep stage, to recognise what skills remain important, despite the fact that AI can replicate some of them. It is so important not to take this point too far – i.e., *just because Mo Farrah can run faster than me, it doesn't follow that I don't need to learn to run, not only to acquire a new skill, but for the health benefits it would bring me*. Pupils need to learn to research, to write, to remember, to think and to analyse; academic standards still matter.

But how do we know that our pupils are learning these things? The key is that our main modes of assessment focus on the product, and not the process. If we can find ways to assess this, we will be measuring the learning taking place. Importantly, this requires that pupils belong and are known in their schools. They need teachers to know their work, understand their thinking, and how their individual ideas have been developing. By flipping our assessment intentions from product to process, we can change the whole *modus operandi*, and with that bring big wins for positive relationships and pupil motivation.

ROOTED IN PURPOSE

As schools we have a duty to ensure that any approach to AI is rooted in purpose, to empower young people to become more than simply passive users. Pupils should be encouraged to become active makers who use the technology available to solve real-world problem. They must start to think critically about AI: how algorithmic bias affects outputs; how deepfakes affect what we think of as reliable. More than anything, we must respond with a curriculum which cultivates what is best about humans.

In the end, the foundational learning around the use of AI is more about understanding our individual pupils and our educational journey with them, which is developed and nurtured through an ongoing process of learning.

Haberdashers' Elstree Schools (Habs) is one of only five independent schools in the UK to have been awarded the highest possible Gold AI Quality Mark from the Good Future Foundation for its strategic integration of AI (Artificial Intelligence) technology in relation to the development of its students.



Fun times in the sunshine! *

*Sunshine not guaranteed, unfortunately.

Summer of Fun

NSPCC Summer of Fun 2026 Schools' Fundraising Event

We are pleased to announce a new schools' fundraising event for this summer term is the **NSPCC Summer of Fun**. This is all about getting children active, having fun and raising funds to support the NSPCC's vital life changing services. As such, it is a great fit for the PSHE curriculum for improved physical and emotional wellbeing. Free resources are provided, including an activity sheet from Ant and Dec. Their Propa Happy Playtime Power encourages children to embrace the silliness and has game ideas that pupils can still be enjoying in years to come. These are fun, educational and designed to improve mood and to be a great mid-afternoon pick me up on a summer's day.



Sign up today by searching NSPCC Schools Fundraising Ideas Summer of Fun



We know the summer term can be a challenge – with exams, phonic screening and many other demands. But with **NSPCC's Summer of Fun** you can make time for your children to enjoy the sun and take a break all whilst meeting curriculum requirements. You can also turn fun in the sun into pounds that will help protect children and support the NSPCC's direct work in schools – like [Speak Out, Stay Safe](#) and [Talk PANTS](#). Any primary school or nursery can take part across the UK and Channel Islands.

There's lots of inspiration provided for nursery and primary age groups in the free resources – whether it's Going On a Bear Hunt; channeling Ant and Dec's silliness; measuring a mile with Johnny Ball's Roman inspired activity; a walk around your grounds playing traditional games; or rainy day activities with an hour or two of pen and paper games. Use one of the ideas provided, or choose your own – whatever activity you choose, taking part in the **NSPCC Summer of Fun** will help to change children's lives.



If it hadn't been for that assembly, I honestly think the abuse would still be happening. The Schools Service needs to keep happening so that children understand what is right and wrong. It gave my son the words to articulate what happened to him and to be able to say it was not OK.

Caroline, a mother sharing how the NSPCC Speak out, Stay safe assemblies helped to safeguard her son

*Names have been changed

Sign up today and don't miss out on what promises to be a great summer whilst helping to protect children from child abuse! Search NSPCC Schools Fundraising Ideas Summer of Fun .

Photography by J36 Photography and Caroline Nicholson. The children pictured are volunteers.

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National Society for the Prevention of Cruelty to Children.

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A TIME TO FLOURISH

THE FLOURISHING LIFE OF
LANCING COLLEGE



THE REV
DR JUSTIN
POTTINGER

We all want our children to flourish, and there's a welcome interest in flourishing among educationalists at the moment! But what do we mean by flourish and how do we create a culture of flourishing?

Flourishing means living a life that is more than existence and survival. We recognize it when we see it. For example, academic success on its own isn't a guarantee of flourishing, there needs to be something life giving and life-affirming.

Here at Lancing, the flourishing of our pupils is grounded in our Christian ethos.

To dispel some misconceptions: that doesn't mean that our pupils have to be 'religious' or that we only educate Christians. It does mean that we have a foundation and world view which seeks human flourishing. At the heart of the Christian message is about life being more than just survival or existence, there's a richness of life which is offered to us, which we are invited to explore and respond to, to grow into.

Desmond Tutu, 'the apostle of joy' and champion of human flourishing, who was himself inspired by Lancing's Trevor Huddleston, described this

flourishing as Ubuntu. Ubuntu reminds us that we are not made in isolation but in relationship with other human beings and with the source of life itself, God. We belong together and we're never going to flourish alone, because to isolate ourselves is to cut ourselves off from a significant aspect of what makes us human.

We were delighted that our community life and pastoral care were celebrated as a significant strength in our most recent ISI inspection.

I remember experiencing that myself, when I came for interview four years ago, and it is something that visitors continue to remark upon: our pupils are known and here they have the support to explore both their interests, through the extensive co-curricular programme, and their place in the world.

The community is most visible when we gather in Chapel, the largest in the world and recently recommended as one of the greatest Victorian buildings in the UK. Our Whole School Eucharist, attended by all pupils and staff, is a time to come together and share the Peace. It's also a time to experience a richness of life that can be otherwise squeezed out.





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The building itself has soaring columns, and the choir, who regularly record for international broadcast, lift us through the beauty of music. We are invited to share our life with God and to invite God into our life; to have our horizons expanded. This opportunity to experience the beauty of holiness at the heart of the flourishing of our community.

The Eucharist, the offering of our collective best, is therefore another aspect of our life here that is so impressive to visitors and cherished by our community.

Our pupils have the freedom to make what they will of Chapel, for some this leads them to deepen their own Christian faith. For others, from a variety of world faiths and those of no religious affiliation, they have an opportunity to explore life through a different lens and take from it what they will in their own journey through life. What we all share is that sense of there being more to life than meets the eye, or even can be measured by examination.

‘What about innovations such as AI?’ you may ask. Politicians, parents, educationalists, we’re all thinking about what this new innovation might mean for our children and their flourishing. Rowan Williams, former Archbishop of Canterbury, recently spoke to our sixth form about AI as a tool that we must learn to use wisely. Here again that idea of flourishing is really significant. Whilst some want

to ban AI, and other institutions have embraced it, we have developed guiding principles in use of AI, as we seek to treasure the best of pre-AI education and learn how to augment that with AI. We don’t pretend that AI doesn’t exist, we help our pupils navigate this new aspect of our world asking the question: how can I best flourish in this new context?



The other thing you'll notice when you come to visit us is how diverse our community is. It is something that is hugely important to us and helps to remind us that flourishing is both about having the freedom to explore my uniqueness, and that that uniqueness is grounded in strengthening our connectedness, creating a community in which others flourish too.

As a community, our confidence in who we are roots us in a tradition of human flourishing so that our pupils leave here with a strong sense of the values that will guide them through life for their good and for the good of their neighbour.



1. Flourishing is more than survival.
2. Flourishing requires strong community.
3. Flourishing is about belonging.
4. To flourish is to see the world beyond yourself.
5. To flourish is to have faith in your purpose in life.

Book: *Made for Goodness* by Desmond Tutu

Social Media: Rutger Bregman

Podcast: *Robot Souls: Programming in Humanity?* by Eve Poole [Click Here](#)

Website: 'Flourishing as an educational aim' in The Journal of Educational Philosophy [Click Here](#)

**FURTHER
RECOMMENDATIONS** ✓



Where Will the laughter come from?



**JAMES
CHRISTIE**

In a career that spanned over four decades, I taught English in three IAPS schools, starting in September 1979 at West Downs, a privately-owned co-ed prep school in Winchester. It closed in 1988 and it is now part of Winchester University. I then moved to St Andrew's, in Woking. It was a small boys' boarding prep school, where I stayed for the next six years. Since then it has gone through a number of changes and now thrives as Halstead St Andrew's, having merged successfully with a nearby girls' school. In 1994, I came back to Hampshire and taught at Twyford School, where I remained for the next twenty-eight years until my retirement.

At St Andrew's, I had dabbled with management posts. I was the school's first Director of Studies, and I even started to consider Deputy Headships, but it was a time when the management of prep schools was very quickly becoming a much more complex process. I began to resent being called away so much from the classroom as the Director of Studies role became more and more demanding.

So it was a relief to move to Twyford in 1994 as Head of English, a role that I loved. In the following years I never once

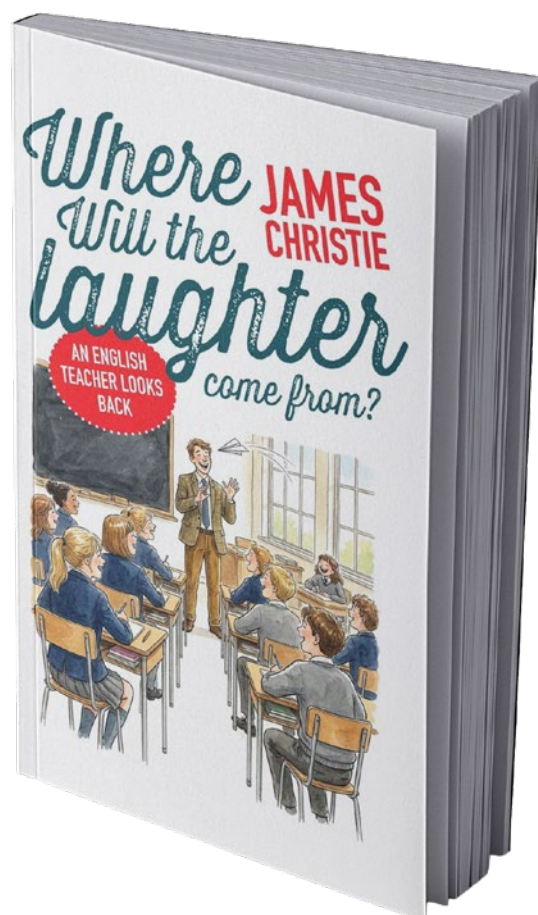
regretted my conscious decision to avoid senior management and to stay in the classroom - the source of so much of the laughter that made the job such a joy. I had long ago realised that while laughter is often said to be the best medicine, it is definitely the best teacher. Despite the many changes that took place over the following decades, I continued to revel in the teaching, so much so that I put off retirement for several years. In fact, I found myself worrying where the laughter would come from once I'd retired. Hence the title of my memoir.

In the first part of the book I've tried to capture the atmosphere of those far-off days in the early part of my career, a time when teachers had far more freedom, and eccentricity was the norm. Prep schools were strange places at that time, though, and West Downs was more idiosyncratic than most.

The rest of the book covers my time at St Andrew's and then at Twyford, years when prep schools were slowly dragging themselves into the modern world. Sadly, the much-needed changes meant that some traditions were lost, but there is no doubt that schools today are

gentler places where children are safer and where their individual needs are catered for in ways that were unimaginable not so long ago. More importantly, though, there is still laughter in the classroom. May it always be so.

Available direct from the publishers, [Mereo Books](#), as well as from [Amazon](#) and other online suppliers.





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SUSTAINABILITY AS SAFEGUARDING:

THE RESPONSIBILITY WE CAN NO LONGER SEPARATE



**MARGO
REES**

SUSTAINABILITY
EDUCATION
CONSULTANT

Margo is a sustainability education consultant with 23 years' experience as a school geography and sustainability lead. She created the ISI-recognised *Global Citizenship Pathway* (gcpathway.com), contributed to *Teach the Future's Primary Curriculum for a Changing Climate*, took part in the *Climate Courage Schools* online panel and holds three consecutive Geography Quality Mark Gold Awards. Margo works alongside schools, staff and pupils to turn sustainability from something learned into something lived in ways that feel practical and achievable. She would be very happy to chat at margo@gcpathway.com.

There is a form of safeguarding we rarely name explicitly in schools, yet it is increasingly shaping every aspect of our pupils' present and future lives. It is not separate from safeguarding—it is safeguarding. It is sustainability.

It is often the everyday moments in school life that bring this into focus. Classrooms that increasingly overheat as the summer term progresses, gazebos set up to make outdoor learning possible, sports sessions squeezed onto increasingly limited, waterlogged patches of grass and pupils hearing more about climate change without always having the time or space to make sense of it. These scenes have become familiar, yet they are quietly pointing to something bigger about the environments we now work in and the world our pupils will inherit.

We tend to think of safeguarding in immediate, visible terms: protecting children from harm, ensuring safe environments, responding to risk and maintaining wellbeing. What if we expanded that understanding? What if safeguarding also meant protecting children from foreseeable systemic harm linked to climate change and environmental degradation, while also preparing them for the lives they will go on to lead? That, after all, is what prep schools are about: preparing children not only academically but for life ahead, whatever that may look like.

Today, that responsibility has two inseparable parts—ensuring our school environments can support safe, effective learning in a changing climate and ensuring what pupils learn and how they learn to live prepares them for the future they will face.

Sustainability is therefore not an optional extra. It is not a seasonal project or the responsibility of an eco-committee. It is a duty of care and a shared responsibility across every role in a school. We need to take our pupils from learning about sustainability to living it so that we are truly safeguarding their futures. This requires honesty, confidence, consistency and compassion, particularly when navigating more difficult conversations.

It can feel like an overwhelming responsibility, but it really comes down to this: ***If we don't, then who will? If not now, then when?***

It is my belief that this is both achievable and necessary right now and that our skills as educators, pastoral carers and safeguarding professionals already equip us far more strongly for this work than we often realise.

SO WHAT DO WE DO?

If we accept this reality and our responsibility to our pupils, the next question is a practical one: ***how do we begin to create meaningful cultural change in our schools?***

The purpose of sustainability education must go beyond awareness. It needs to lead to genuine impact and lasting behaviour change. That can feel like a big ambition, but the starting points are more straightforward than they first appear.

In practice, it helps to think in three areas: culture and safeguarding, learning and buildings and infrastructure.

CULTURE, LEADERSHIP AND SAFEGUARDING

The first step is cultural honesty and clarity of responsibility.

Schools need to acknowledge the climate and nature crisis openly and confidently, in an age-appropriate way and recognise that this now sits within their safeguarding responsibility.

In practical terms, this means:

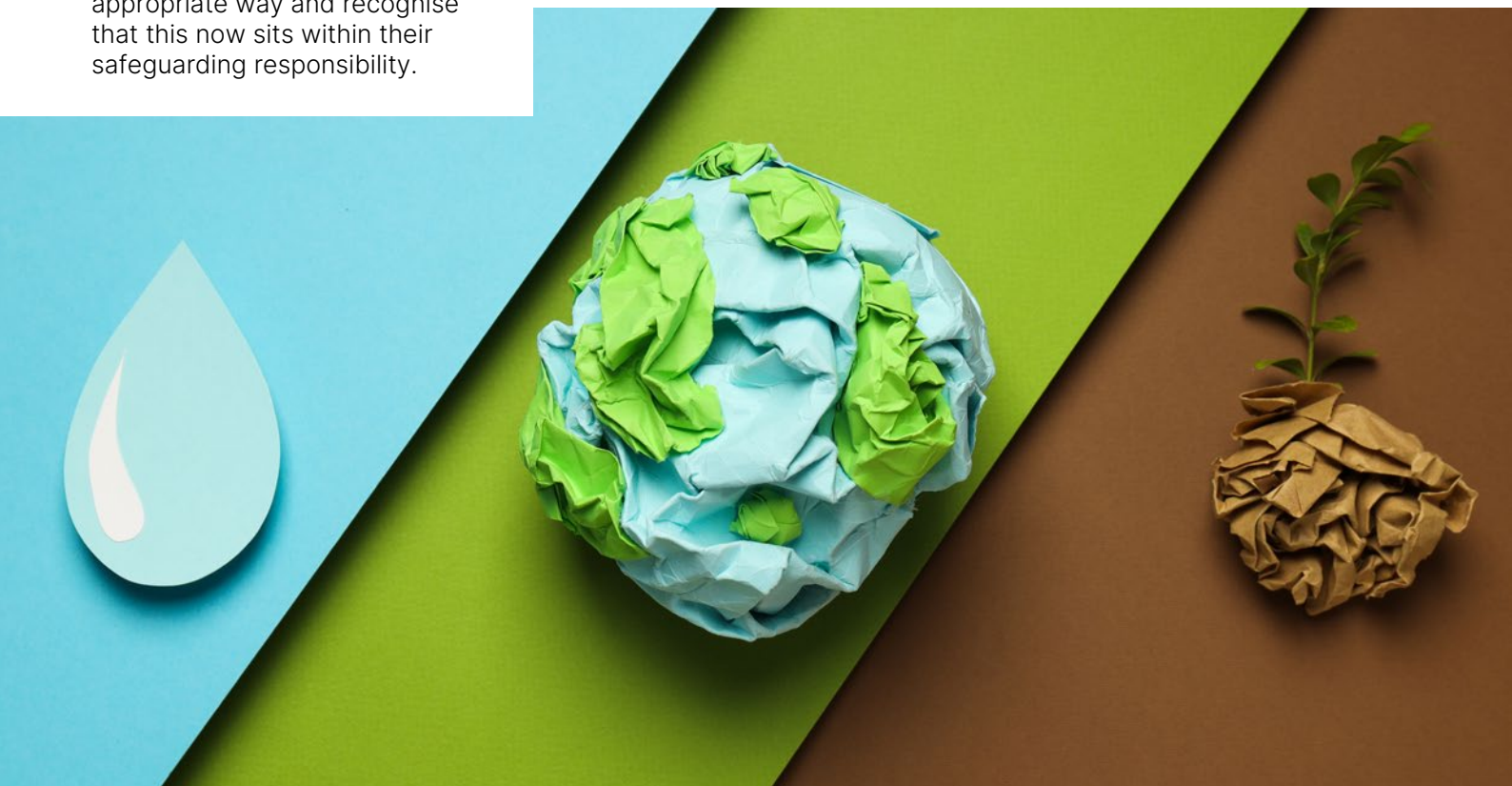
- A shared whole-school acknowledgement that the climate and nature crisis is real, ongoing and relevant to pupils' lives
- A commitment to preparing pupils to understand and respond to it, rather than avoiding or over-softening the conversation
- Staff confidence built through ongoing CPD so teachers feel supported rather than uncertain
- A dedicated sustainability lead, given genuine time, authority and leadership backing to coordinate and embed change
- Sustainability explicitly

included within safeguarding policy and practice as part of a school's duty of care

This matters because safeguarding is already a well-established strength in schools. We are used to being proactive rather than reactive and to protecting pupils from harm even when risk is not immediately visible. Sustainability asks us to apply that same thinking to longer-term, foreseeable challenges.

Handled well, this approach does not overwhelm pupils. It gives them clarity, context and reassurance. When uncertainty is acknowledged rather than avoided, it becomes something they can begin to understand and manage.

Many schools worry that this feels like a significant additional burden. In reality, one of the most positive aspects of this work is that pupils can be meaningfully involved in discussion, decision-making, problem-solving and action. When this is done well, it supports wellbeing, builds confidence and strengthens a sense of agency. Far from being an added pressure, it can enhance pupil engagement and mental health in ways that feel natural rather than forced.



LEARNING: EMBEDDING SUSTAINABILITY ACROSS THE CURRICULUM

The most immediate influence schools have is through learning.

Sustainability should not sit in only a few subjects such as geography, science and PSHE. It needs to be embedded across the curriculum so pupils encounter it consistently and naturally in all areas of school life.

This is important for two reasons.

Firstly, pupils are already hearing about climate and nature issues in everyday life. If schools avoid or soften these conversations too much, pupils are left to interpret them alone, which can increase uncertainty and anxiety.

Secondly, when schools engage openly and age-appropriately, something important happens. The unfamiliar becomes more familiar. Familiarity feels safer, and understanding replaces uncertainty. Pupils are then far more able to engage calmly and constructively.

The ISI-recognised **Global Citizenship Pathway Learn-Do-Become** approach (gcpathway.com) provides a clear structure for this. It moves pupils through three stages:

- **Learn:** building understanding across all subjects through alignment with the SDGs, shared language and familiarity
- **Do:** engaging in meaningful, real-world action with tangible impact that changes behaviour
- **Become:** developing identity, habits, character and life competencies naturally through sustained experience

This ensures sustainability is not limited to a small group or eco-committee. It involves *all* pupils and becomes part of everyday school life.

The key outcome is not awareness alone, but confidence, the ability to adapt and the development of life competencies that come from lived experience. The whole point of sustainability education is not knowledge for its own sake, but the formation of capable, thoughtful young people who can change the way they live and respond to a changing world.

BUILDINGS AND INFRASTRUCTURE

Alongside learning and culture, schools also need to consider the physical environments in which pupils spend their days.

If we are serious about safeguarding, we need to plan ahead for how those environments will continue to function safely and comfortably.

In practical terms this means:

- Designing and maintaining buildings that can be both heated and cooled effectively as conditions change
- Introducing practical measures to manage and protect school sites from flooding and extreme rainfall
- Moving steadily towards low-carbon and ultimately carbon-zero energy systems
- Thinking carefully about food systems, including more local sourcing where possible and a reduced reliance on high-impact foods such as meat and dairy
- Treating outdoor spaces as essential learning environments that need protection, adaptation and long-term planning

This is not about immediate transformation. It is about sensible, forward-looking decisions that safeguard school sites and ensure they remain fit for purpose in a changing climate. Climate Action Plans offer a valuable opportunity to support this work, but only when they are approached meaningfully, involve pupils in decision-making and are consistently followed through in practice.

CLOSING THOUGHTS

Safeguarding is ultimately about care—care for children's present safety and their future wellbeing.

If future wellbeing is inseparable from environmental stability, then sustainability cannot remain at the edges of education. It needs to sit at its centre.

If not us, then who? If not now, then when?

We need to take our pupils from learning about sustainability to living it, embedding it in school culture, policy and daily practice so that it becomes the norm rather than the exception. Only then can we truly fulfil our duty of care and safeguard their futures.



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FROM SKATEPARK KID TO WORLD CHAMPION

JAYDEN
SHARMAN

I didn't become a world champion overnight.

In fact, when I first picked up a scooter, I had no idea where it would take me. I wasn't thinking about medals or competitions, I just wanted to have fun.

Before and after school, I'd head to the local skatepark. It quickly became my favourite place. Riders of all ages were there, trying tricks, encouraging each other, and learning together. At the start, I wasn't the best rider. I fell... a lot. Some days I went home frustrated, tired, and covered in bruises.

But every fall taught me something new.

What I loved about scootering was the challenge. Landing a trick wasn't about luck; it was about patience. I would practise the same trick again and again, sometimes hundreds of times, until it finally worked. Combined with the speed, height, and adrenaline. I felt a buzz with the idea of progressing and being better every-time I went to the park.

I entered my first competitions feeling nervous and unsure. I remember watching other riders who seemed more talented and confident than me. That feeling of being overwhelmed with anxiety, only made me want to work harder and feel more prepared coming into the next competition.

Every mistake showed me what to work on next.

That's when I learned one of the most important lessons of my journey, just how important failing was.

I or any champion you see today was once a beginner who never gave up.

As the years went by, competitions became bigger. I was travelling internationally to compete against the best riders in the world. Training became more serious. I had to balance school, training, travel, and recovery.

7th in the world at 14 years old was my first big accomplishment.

There were moments when things didn't go to plan. Injuries forced me to stop riding for a while. Competitions didn't always end the way I hoped. During those times, motivation was hard to find.

I had to remember why I started in the first place. I am still that little kid at the park chasing the next small trick. Obsessed. Learning to let go of external pressure and remember my roots separated me from the rest. I could ride and train with enjoyment.

Age 20, 5 world final competitions under my belt, with my best result being 2nd. The 2024 world championship was held in Rome, Italy. The competition park wasn't an ideal setup for my riding style. But through the qualifying stages I gave it my best. Qualifying to finals in 8th, I wasn't very encouraged to win this one.

I learnt this one trick at the start of the year, the 900 flair. This was one of the biggest battles, physically and mentally, to get this trick consistent. Over 2 years of work and I knew I needed this trick to make an impact at this competition. Dropping in at finals and being able to stomp that trick in the run was an achievement in itself. ***Nothing beats the feeling of hard work paying off.*** The results come with it. I placed 1st and became world champion at this event. Thanks to that trick but also my ***consistent grit*** to keep going no matter how I felt.

The more difficult the journey was the better the achievement felt. It was an unforgettable moment.

Winning the title changed my life, but the biggest reward wasn't the trophy. It was the confidence I gained and the lessons I learned along the way: hard work matters, perseverance matters, and ***believing in yourself matters.***

Today, I visit schools and meet young people who remind me of myself when I first started, curious, energetic, and full of potential. Many students think success comes from natural talent, but my journey taught me something different.

Being born with a club foot and in a wheelchair for a lot of my childhood, an action sport definitely wasn't on the cards for me. ***You don't need to be the fastest, strongest, or most talented person in the room.*** You just need to keep showing up, keep learning, and keep trying even when things feel difficult.

Whether your passion is sport, music, art, science, or something completely different, the same rules apply.

Progress takes time. Confidence grows through practice. And challenges help you become stronger.

Looking back, the kid who first rolled into the skatepark never imagined becoming a world champion. But that's the amazing thing about dreams, you don't need to know exactly where they'll lead.

You just need the courage to begin.



**KEY
TAKEAWAYS**

1. How important failing is
2. How important patience and consistency is
3. Remember why you started when motivation is low
4. Believing in yourself matters
5. You don't need to be the most talented one

**FURTHER
RECOMMENDATIONS**

Socail: @jaydensharman

Website: [Jaydensharman.com](https://jaydensharman.com)

100 IDEAS

FOR
Primary
Teachers

Climate change is one of the greatest challenges facing our world today and it will shape the lives of future generations. Rising global temperatures are contributing to more extreme weather, natural disasters, and increasing pressure on food and water supplies. Ice caps are melting, sea levels are rising, and forests are being lost at an alarming rate. Scientists confirm that global temperatures are now more than one degree Celsius above pre-industrial levels and continue to rise. At the same time, plastic pollution is harming marine life, coral reefs are dying, and vital ecosystems are under threat. (United Nations, 2025). There has never been a more important time to act.

My new book, *100 Ideas for Primary Teachers: Greener School* (Bloomsbury), with a Foreword by Dr Jane Goodall DBE (Founder of the Jane Goodall Institute & UN Messenger of Peace), has been written to support schools on their journey towards sustainability and net zero. **It is designed for teachers, school leaders, trainee teachers and wider education settings,** but can also be adapted for secondary schools, youth groups, and families at home.

The book contains 100 practical, tried-and-tested ideas developed through 13 years of classroom experience. These activities are simple, low cost, and flexible, making them easy to embed across the curriculum and school life. From reducing waste and protecting wildlife to improving biodiversity, saving energy, and rethinking transport, the focus is on helping pupils understand that ***small actions can make a meaningful difference.***

Aligned with the Department for Education Sustainability and Climate Change Strategy, Eco-Schools, and Let's Go Zero, the book supports schools in developing effective Climate Action Plans. It is structured into ten key environmental themes, including Marine Life, Biodiversity, Transport, Energy, and Global Citizenship. Each idea includes extension challenges and pupil led "Taking it Further" opportunities to encourage leadership and deeper learning.



**EDD
MOORE**

Edd Moore is an award-winning Eco Coordinator and Primary School Teacher who has worked in environmental education for over a decade. He was named one of the 500 Coronation Champions for his work with children and a Foundation for Environmental Education (FEE) Teacher of the Year. Having taught and led curriculum development at Green School Bali, one of the world's leading eco schools - he now works as a Climate Education Consultant under the name "eco edd".

Endorsed by organisations including Let's Go Zero, the Department for Education Climate Ambassadors Scheme, and the Foundation for Environmental Education (FEE), the book reflects a growing movement to empower young people through education. As Lord Jim Knight, Chair of STEM Learning, notes, "it helps inspire hope and action for the future". Amy Meek, Co-Founder of Kids Against Plastic, describes it as, "a practical resource that helps schools make a real difference".

My FIVE top tips for schools and their eco journey are:

1. Start with a pupil-led eco audit:

Form an Eco Committee to assess how sustainable the school already is. Using free tools from organisations such as Eco Schools or Transform Our World, pupils can identify strengths and set priorities for action.

2. Focus first on reducing waste:

Begin with visible, meaningful actions such as litter picks, reducing single-use plastics, composting, and cutting stationery waste. Encourage the “Refuse, Reduce, Reuse, Refill, Repair” approach to build lasting habits.

3. Use enquiry-based learning:

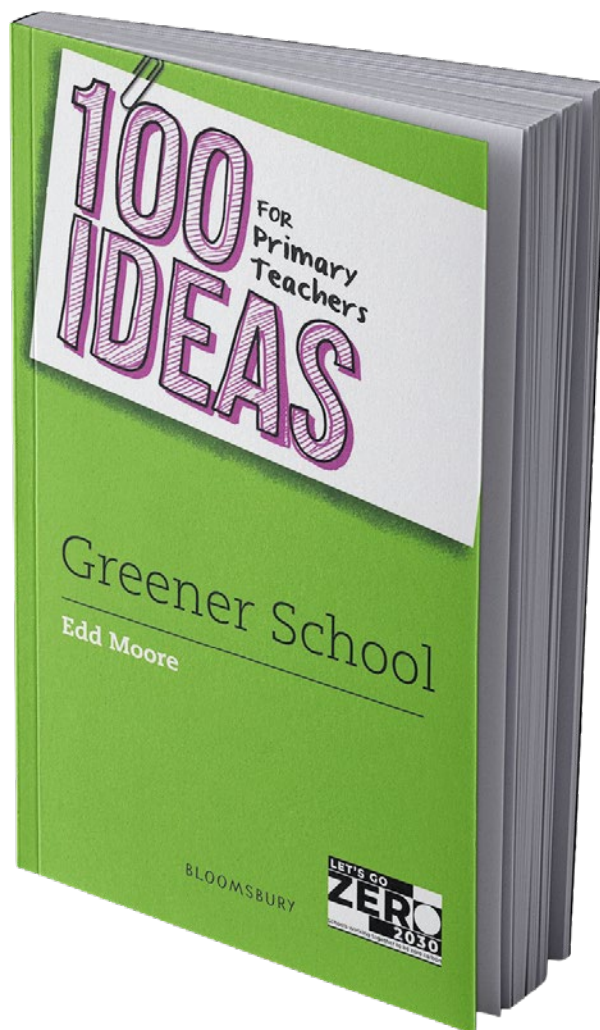
Frame lessons around big questions like, “How can we protect our rivers?” and allow pupils to develop their own lines of enquiry. This builds curiosity, ownership, and deeper understanding.

4. Take learning outdoors:

Outdoor learning such as nature walks, school gardening, wildlife observation, and species identification helps children build a strong connection with nature while supporting wellbeing and engagement.

5. Empower pupils with real action:

Encourage children to lead projects, campaigns, and community initiatives. A focus on solutions helps pupils feel empowered, hopeful, and capable of making a difference.



Available from [Bloomsbury Publishing](https://www.bloomsbury.com)

**KEY
TAKEAWAYS**

1. The book provides 100 practical, low cost sustainability ideas for schools youth settings and families.
2. Activities are designed to be easily integrated across the curriculum and school year.
3. It aligns with major frameworks such as national sustainability strategies and Eco-Schools programmes.
4. Key focus areas include biodiversity, energy, transport, marine life, and global citizenship.
5. It encourages schools to connect with support organisations and external sustainability networks.
6. The approach prioritises pupil empowerment, action-based learning, and long-term environmental change.

**FURTHER
RECOMMENDATIONS** ✓

Website: www.ecoedd.com

Learn Play Nexus, Education Environmental Resources – Worlds First Refillable Gluestick, writeboard pencil - learnplaynexus.com/product/u-fill-primary-reusable-glue-sticks/

Social Media: Instagram Team Repair [@teamrepair](https://www.instagram.com/teamrepair)
Instagram Kids Against Plastic [@kidsagainstoplastic](https://www.instagram.com/kidsagainstoplastic)
Instagram Learn Play Nexus [@learnplaynexus](https://www.instagram.com/learnplaynexus)

THE PREM AWARE AWARDS



GARETH JONES
HEAD OF BILTON GRANGE SCHOOL

I am delighted that Bilton Grange Preparatory School (along with our nursery, Little Grange) has become the first independent school in the West Midlands to achieve the Prem Aware Award.

The Prem Aware Award is given by the charity The Smallest Things to settings which complete training to gain a better understanding of the learning needs of some children born prematurely. It helps staff to identify needs earlier and to provide timely and targeted support. The Smallest Things Prem Aware Award scheme promotes use of the 'Preterm Birth Information for Educational Professionals', a free online training resource developed by Prof Samantha Johnson and her colleagues in the Premature Infants' Skills in Mathematics Study Team.

Research has shown that pupils born extremely prematurely (before 28 weeks' gestation) are most likely to need extra support, but also highlights that children born just a few weeks early may still face difficulties at school.

Founder and Chair of The Smallest Things, Catriona Ogilvy, congratulated the Bilton Grange and Little Grange teams on their Prem Aware Award.



"We are delighted they have joined our growing list of Prem Aware settings across the UK, and in doing so, they have shown their commitment to meeting the needs some pupils born prematurely may have. With an average of two to three children in every classroom being born prematurely, we know teachers can play a crucial role in supporting and improving the long term outcomes for them."

This recognition reflects our commitment to ensure children who are born prematurely are understood and supported, in close partnership with their families. In the words of my colleague, Katie Gedye,



"This valuable training has given key staff a deeper understanding of how premature birth can affect a child's development, their learning and also emotional wellbeing. Inviting families to share their child's birth history enables us to build a fuller picture from the outset so we can provide the right support from day one."

I am so proud of, and grateful for, all involved.



Is your school PREM AWARE?

Did you
know?



Two children in
every classroom
will have been born



PREMATURELY

*Two to three children in an average-sized classroom will have been born before 37 weeks' gestation.

90%

OF PARENTS** FEEL
MORE TEACHERS NEED
TO UNDERSTAND THE
EDUCATIONAL NEEDS
OF CHILDREN BORN
PREMATURELY



** Survey of 426 parents and carers of children
born prematurely, February 2020.



HOW TO ACHIEVE

The Smallest Things PREM AWARE AWARD



Train staff

Senior leaders complete the free
online PRISM training at pretermbirth.info.
Cascade learnings to all teaching staff.



Raise awareness

Schools ask parents for details of their
child's birth history as part of the admissions
process. This information is shared with
the child's teachers.



Ask for feedback

Parents and carers are invited to
share their views and review any
SEN support provided.

**"The training was very useful
and will impact our everyday
practice. We are now equipped
to support those born prematurely
with the strategies suggested."**

Joanne Edwards, Gayton Primary
Academy Early Years Leader.



Find out more: thesmallestthings.org/prem-aware-award
Email: premaware@thesmallestthings.org



The Smallest Things
Premature Baby Charity
The Smallest Things registered charity number 1171631

Contacts
www.thesmallestthings.org
Facebook Twitter
info@thesmallestthings.org

GOING GLOBAL

AN INTERNATIONAL DIMENSION TO ANY INDEPENDENT SCHOOL IS NOT JUST A NICE TO HAVE, IT IS AN ABSOLUTE NECESSITY.

For a modern independent school, there are many reasons why it is essential to have an international perspective. For one thing, this generation of school pupils are already global citizens. They are connected by technology in ways unthinkable just a few short years ago, emerging into an employment market that offers worldwide opportunities to collaborate and intense competition in equal measure. All schools recognise this and at Cranleigh we have steadily grown our international portfolio to include successful schools in Abu Dhabi, in China and now, a new venture in Vietnam. Moving forward strategically means that growth is more likely to be sustainable and the partnerships that are essential for bringing international schools to life are done in a values-based way and not just about opportunism.

“The aims and ethos of UK independent schools, where the focus is on the development of the whole child, are unmatched anywhere in the world.”



SAM PRICE

Sam Price joined Cranleigh School in September 2024 following a decade as Head at Benenden School in Kent. Sam is a prominent figure in boarding education and a leading voice of support for young people. She was a figurehead for UK girls' schools as President of the Girls' Schools Association in 2021-22.

We are fortunate that a UK education continues to be widely regarded as the gold-standard. As well as holding an international reputation for academic excellence, UK independent schools are well regarded globally for the breadth of subjects we offer as well as the wide range of opportunities in sport and the

arts that are an everyday part of school life. But the strength of the UK offer does not stop here. I believe that the aims and ethos of UK independent schools, where the focus is on the development of the whole child, are unmatched anywhere in the world. At Cranleigh, we encourage our pupils to aspire boldly, to be themselves and to care for others. Other schools espouse their own virtues, but we all intend for our pupils, whilst they are with us and once they leave us, to act with integrity, show leadership and push to be the very best they can be. Just as we encourage pupils to think, act and live globally, these values are the way that we create the right kind of firm, long-lasting international partnerships that are an essential strategic part of any school's future plans. Cranleigh Abu Dhabi opened in 2014 and has consistently been singled out as one of the top international schools in the world, with two campuses and over two thousand pupils. In China too, both of our school partnerships are flourishing. We choose our partners with care to enable us to successfully export the best of what it means to be educated the Cranleigh way. Our new school in Hanoi is being set up with the same foundations and guiding principles in place.

“Just as we encourage pupils to think, act and live globally, our values are the way that we create the right kind of firm, long-lasting international partnerships that are an essential strategic part of any school’s future plans.”

The true power of an international school network lies in its capacity to transform a standard curriculum into a diverse intellectual landscape for pupils and teachers. In the independent sector, we are now able to draw upon a global repository of professional teaching craft and academic innovation that goes far beyond the reach of a standalone institution. International partnerships serve as a catalyst for this, supercharging UK excellence with insights from beyond our borders and high-level expertise in fast-moving fields like sustainable technology and digital ethics.

By exchanging successful teaching strategies across our international campuses, we offer students a far more nuanced academic journey that readies them for an interconnected world. Cranleigh pupils are encouraged to engage with a broad spectrum of ideas and challenges. Their education is both academically rigorous and globally conscious. Pupil exchanges between UK and international sites, as well as virtual collaborations offer young people valuable opportunities to be global citizens. We design these interactions to foster determination and open-mindedness in equal measure. Pupils from Cranleigh’s schools in Abu Dhabi and China are regular visitors to the UK. We intend for this to be the case in Vietnam too.

“In the ultra-competitive UK market, international revenue is essential if investment is to be maintained. Growing globally is the obvious way to remain at the cutting edge domestically, if you are able to do it.”

For schools, or groups of schools, a global footprint also provides vital strategic resilience in an uncertain economic climate. As well as collaboration, international expansion brings financial benefits. In the ultra-competitive UK market, international revenue is essential if investment is to be maintained. Growing globally is the obvious way to remain at the cutting edge domestically, if you are able to do it. Sadly, for many schools, the challenging economic climate has forced closure. Our sector is poorer for the many long-lived institutions we have lost. This is why we are looking at potential partnerships in a range of markets like Vietnam as well as India, Japan, Malaysia and the USA, alongside growth opportunities with our current partners in the Middle East and China.

Ultimately, the best international collaborations are a blend of heritage and innovation. They are built on firm, values-based foundations. Partners are carefully considered and chosen. Good governance and transparency are essential. Common ground and objectives are evident. They are relationships, not transactions. Just as we advise and guide our students to take the right approach to taking their place as global citizens, as schools we are mindful that success comes not from opportunism but by recognising the power of connection.

**KEY
TAKEAWAYS**

- 1. Values and relationships:** The most sustainable international partnerships are built on solid foundations, not opportunistic transactions.
- 2. The future is global:** Our pupils are moving in an increasingly interconnected international marketplace, and so should we.
- 3. Growth should bring stability:** In challenging financial and political times, a group footprint is the way forward.
- 4. Connections generate innovation:** An international dimension provides a way to remain at the cutting edge of education.

SCISSORMAN

THE LITTLE PRINCESS TRUST



TIM WHEELER

MAKING A DIFFERENCE

When faced with the global scale of issues facing the world of today, it can be easy for us to assume that we are too small to make a difference. And if we can't make a difference, then maybe there is no point in trying. However, I firmly believe that, if we add together many many small contributions, we can make a difference, a point I constantly tried to impress on children in numerous assemblies during my time as a head. It is something most clearly demonstrated to me in my role as Chair of Trustees for The Little Princess Trust, a charity, which was established 20 years ago in a school in Hereford, and which relies almost exclusively on the support of thousands of individuals who choose to donate their hair and to raise funds.

In 2004, Hannah Tarplee, a pupil at Hereford Cathedral Junior School, was diagnosed with a Wilms tumour. She loved her hair and losing it was very traumatic for her. Her parents, Wendy and Simon, searched high and low to find a wig suitable for Hannah, during her treatment and, when they found one, it had a hugely positive effect on Hannah. Tragically, Hannah passed away in 2005 and, with so many kind offers of financial and practical help, Wendy and Simon felt the most fitting tribute would be to launch a charity dedicated to providing real hair wigs for children and young people. A very small beginning, for certain, but it was a start.

STARTING SMALL IS BETTER THAN NOT STARTING AT ALL.

Since those early days, the charity has helped more than 20,000 children and young people with their free wig service. Each wig which we have been able to provide has only been possible because of thousands of donations, many from children in schools just like yours. In fact, it is highly likely that one of your pupils, past or present, will have donated their hair to the Little Princess Trust. Since it takes 14-16 hair donations to make a single wig, in the grand scheme of things, each donation is relatively small. However, when it is added to lots of other relatively small donations, amazing things are possible.

When I first became involved with the Little Princess Trust in 2008, the idea that the charity would go on to support over 20,000 children would have seemed like an impossible dream. And yet, whilst providing free real hair wigs will always remain at the heart of our mission, we have also gone on to become a significant funder of cancer research. From the smallest of beginnings in a school in Hereford, we have now supported 158 projects searching for kinder and more effective treatments for all paediatric cancers. Once again, all of this is only possible because of the efforts of our fantastic fundraisers and supporters.



CAN I MAKE A DIFFERENCE?

In 2016, I ran my first marathon dressed as “Scissorman”, with the aim of raising funds for and awareness of The Little Princess Trust. During 21 marathons and another 20 half marathons across the country, I have been able to have many wonderful conversations with fellow runners and their supporters about the work of the charity. Many have donated their hair or are related to someone who has donated, and it is very humbling to meet so many people whose support makes the work of the charity possible. It is also lovely to have an opportunity to thank them. On occasion, I have also met the parents of wig recipients and that really brings home to me the impact of the charity.

Is being “Scissorman” hard work? Yes, it requires all the training which you would expect to run a marathon plus some costume specific conditioning along with considerations like padding and protection. I have also tried to increase the challenge each year so that it isn't just “me running again” and this year saw me take on four marathons and four half marathons in just seven months. Does “Scissorman” make any difference? Across the 40+ races which Scissorman has completed, thousands will have seen me running with my scissors, which are 2m long and therefore hard to miss, and I have been able to tell many others about what the charity does. Is it worth the effort? If I can make one person aware of the work of the charity, if I can inspire one child to donate their hair and if I can thank one supporter for their kindness, although that may not seem like much, then, yes, it is absolutely worth it.

You can learn all about the work of the Little Princess Trust

www.littleprincesses.org.uk/

www.facebook.com/officiallittleprincesstrust



Scissorman is a regular visitor to schools and is available for prize givings, speech days etc. You can follow the adventures of Scissorman and make a donation www.scissorman.org/

He started this year with the Media City Half in February and followed that up with the Manchester and London Marathons on consecutive weekends in April and the Manchester 10k in May. He will then wrap up the season with the Manchester half and the York Marathon in November.

MATERIALS

The Little Princess Trust worked in partnership with the team at 1decision to create an assembly pack for schools. The assembly was awarded 'Highly Commended' in the Free Resource category at the Teach Primary Awards 2025!

The aims of the pack are to:

- **Reduce children's anxiety around the word 'cancer'.**
- **Increase children's understanding of charities.**
- **Provide information about the research into reducing childhood cancers.**

[Donate Hair for a Cause - Support Little Princess Trust Today](#)



Helping MFL learners thrive:

How prep schools can future-proof language learning

In a world where communication across languages and cultures matters more than ever, prep schools have a powerful opportunity. Modern Foreign Languages (MFL) should not be seen as a small, isolated part of the curriculum but as the point where pupils begin to develop the confidence, habits, and knowledge that will shape their success for years to come. When language learning is taught well in the prep years, it does more than teach vocabulary. It helps pupils become curious, resilient learners, ready to build on firm foundations later on.

Dave Power

Modern Foreign Languages
Broadsheets Editor

That is why the idea of long-term learning matters. Prep-school MFL should not simply aim to cover a topic or complete a unit. It should make learning durable. Pupils need repeated exposure to high-value language, clear pronunciation models, structured opportunities to speak, and a sense that success is achievable. Schools that plan with progression in mind give pupils something far more valuable than short-term recall: they build confidence and competence that carries forward into later stages of education.

Why progression matters

A long-term, well-sequenced MFL curriculum is essential. Pupils should meet core vocabulary and sentence patterns frequently in manageable steps rather than moving too quickly from one disconnected topic to another. The aim is not simply to teach more language; it is to teach language that sticks: knowledge that is retrievable, transferable, and useful over time.

Prep schools are particularly well placed to achieve this. Smaller cohorts, specialist teaching, and strong pastoral relationships make it easier to identify where pupils need additional support or further challenge.

The most effective provision uses these advantages well; it combines high expectations with structured, repeated practice so that pupils grow used to hearing, reading, and producing language with confidence.

Research-informed practice supports this approach. Gianfranco Conti's The Language Teacher Toolkit is especially valuable here because it bridges research and classroom application with a strong emphasis on memory, retrieval, and effective routines. For prep-school teachers, the key is not to replicate a secondary model; it is to adapt these principles so that younger learners establish strong habits from the outset.



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What durable language learning looks like

Durable learning begins with frequency and recycling. High-value language should appear repeatedly across the year rather than remain confined to a single unit. Greetings, opinions, classroom instructions, and simple sentence frames are particularly powerful because they can be adapted and reused in multiple contexts.

Strong pronunciation teaching is equally important. When pupils hear and practise accurate sounds early, they are more likely to decode new words independently and less likely to embed persistent errors. This is a practical investment in future progress: pupils who feel confident with pronunciation are more willing to speak, more accurate when reading aloud, and more secure in their recall of vocabulary.

Another key element is the shift from recognition to production. It is not enough for pupils to understand words when they see them; they must be supported in using them. Structured opportunities for spoken output, whether answering simple questions, adapting model sentences, or retelling familiar content, help bridge this gap and build independence over time.

Resources such as The Language Gym can support this process effectively, particularly through its emphasis on recycling, scaffolding, and independent practice. Used well, it becomes a tool for securing long-term learning rather than simply providing additional activities.

The role of motivation

A sustainable MFL curriculum must also nurture motivation. When pupils associate language learning with success, curiosity, and enjoyment, they are far more likely to continue positively in later years. Prep schools are ideally placed to foster this through songs, stories, role play, cultural exploration, and short bursts of spontaneous interaction.

However, motivation is not simply about making lessons enjoyable; it is about helping pupils see that language learning has genuine purpose. This might come from discussing real-life situations, exploring cultural similarities and differences, or engaging with authentic language in accessible ways. The Association for Language Learning, often referred to as ALL, is a valuable source of professional guidance and up-to-date thinking that supports this broader perspective.

Perhaps most importantly, pupils should leave with the understanding that languages are not a test of innate ability; they are a skill developed through practice. This belief is particularly significant in the prep-school context where early attitudes towards learning are formed. If pupils see themselves as capable language learners, they are far more likely to approach future study with confidence.



Preparing for later learning

Effective prep-school MFL departments need to think carefully about transition. This involves clear communication with receiving schools about what pupils have studied, what they can do independently, and where further support may be needed. It also means preparing pupils for future expectations without abandoning the age-appropriate approaches that make prep-school language learning so effective.

Continuity is crucial. When pupils encounter familiar structures, routines, and strategies across their time in prep school, they are more likely to transfer these skills into secondary education. A strong transition process helps prevent the common experience of language learning feeling as though it 'starts again' in Year 7.

Metacognition also plays an important role. Simple reflective questions such as "How did you remember that phrase?" or "What helped you say that sentence?" encourage pupils to become more aware of their own learning strategies. This awareness becomes increasingly valuable as language learning becomes more complex.



Practical messages for teachers

For teachers, the most significant shift is often a change in focus from coverage to durability. The key question is not only what pupils should know by the end of a unit; it is what they will still know months later. This perspective naturally influences lesson design, assessment, and the selection of classroom activities.

It is also important to recognise that small gains matter. A pupil who can now respond more spontaneously, pronounce a challenging word more accurately, or recall previous vocabulary without prompts is making meaningful progress. These incremental improvements form the foundation of long-term success.

Above all, prep schools can future-proof language learning by ensuring that pupils leave with a strong sense that languages are learnable, useful, and enjoyable. When this happens, MFL becomes more than a subject; it becomes a foundation for confidence, continuity, and lifelong curiosity.



Further Learning

- Book:** The Language Teacher Toolkit by Steve Smith and Gianfranco Conti
www.amazon.co.uk/Language-Teacher-Toolkit-Practical-Second/dp/1911382498
- Podcast:** Tea and Tigs MFL - open.spotify.com/show/0V6n7b7p3q3xMFLexample
- Website:** Association for Language Learning (ALL) - www.all-languages.org.uk
- Social media:** On X [@Language_Gym](https://twitter.com/Language_Gym) - https://x.com/language_gym

3 Takeaways

Sequence language deliberately: Core vocabulary and structures should be revisited regularly to ensure knowledge is secure and transferable.

Prioritise confidence and accurate pronunciation: These are essential foundations for effective communication and long-term progress.

Plan for continuity beyond prep school: Strong transition processes and metacognitive habits help pupils carry their learning forward.

THE RETIREMENT OF "MR GEOGRAPHY"



Paul Baker has been **"Mr Geography"** within our family of Independent Schools for many years and a loyal servant of SATIPS. He is taking a well-earned retirement from his many roles although he will still offer support and guidance of course.

He has an impressive cv encompassing a Teaching Career of **38 years in the Independent sector**. This has included Geography Teacher, Geography and Earthwatch Expedition Leader, SATIPS Committee member and SATIPS Geography officer, GA Geography Committee, IAPS Geography Leader, Geography Common Entrance Exam Setter, Chair of the Independent Schools Geography Committee of the Geographical Association and Council Member at the Royal Geographical Society.

He graduated with a good London University Geography degree in 1969 and started teaching at Dunchurch Winton Hall Prep School in Rugby. Here he coached the Rugby 1st XV and 1st X1 Cricket and was the only Geography Teacher. It was here that he first attended his first SATIPS meeting and would later become the Geography Broadsheet Editor.

In the mid 1970's he moved to teach at the Oratory School, where he taught up to A Level and In the late 1970's, he moved to Abbots Bromley teaching at the girls' Woodard School of St Mary's and **St Anne's where he became Head of Geography**.

In 1981, he established expeditions to Morocco before moving in 1985 to be boarding **Housemaster and Head of Geography at Northaw Prep School** near Salisbury.

In 1990, Paul became **Head of Geography at Dragon School**. During his time at the Dragon, he **led expeditions all over the world** and was also fully involved with the Geographical Association Oxford Branch.

After retiring from teaching in 2008, he worked for Earth watch in Oxford organising Expeditions for 17- and 18-Year-olds to enhance their applications to University. He later mentored graduate Geographers at the University of Buckingham.

Thank you Paul.

By Paul Jackson





TAILORED, NOT UNIFORM

We work in partnership to forge strong relationships to truly understand your school's community and what sets it apart.

Creating uniforms that students are happy and proud to wear.

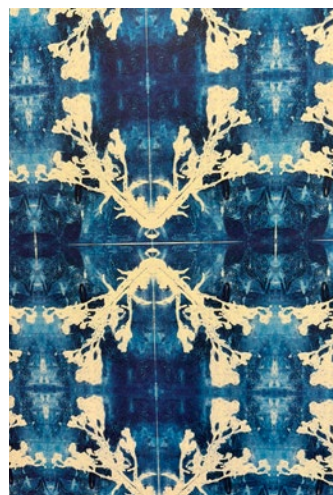
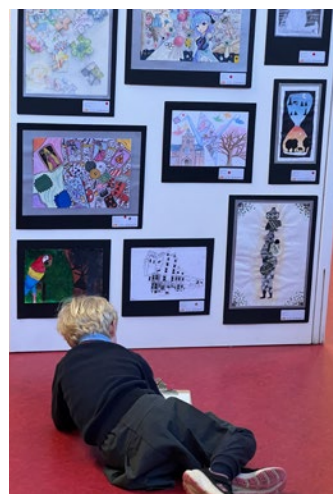
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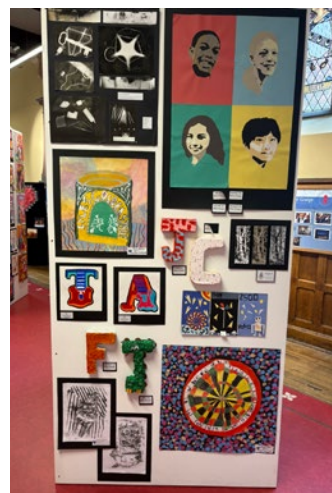
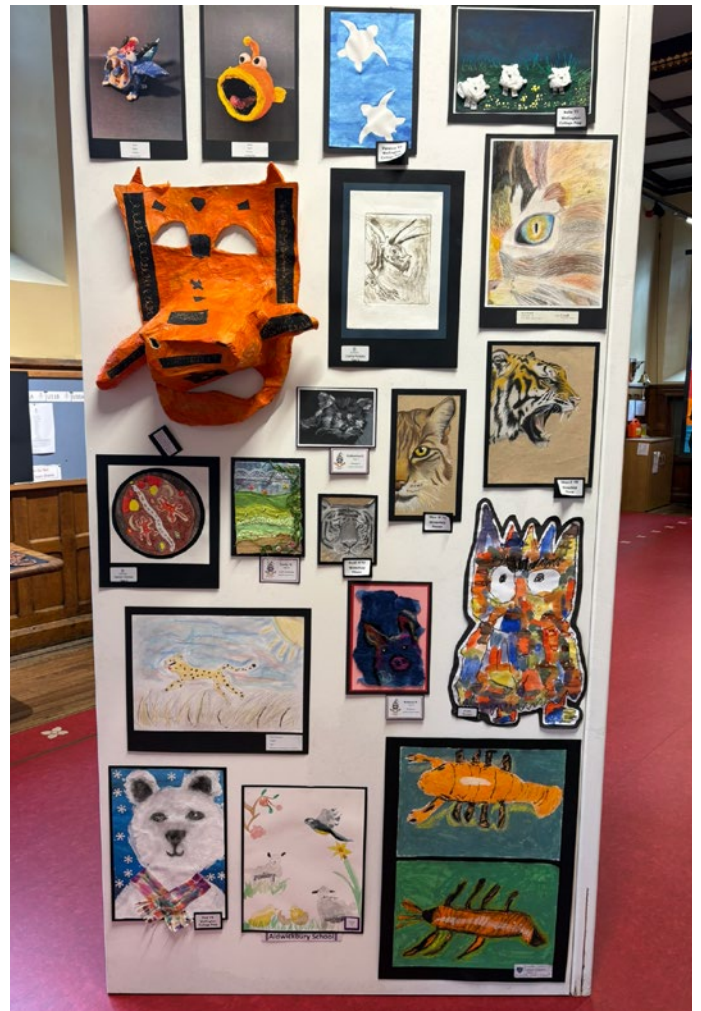
SATIPS ART EXHIBITION

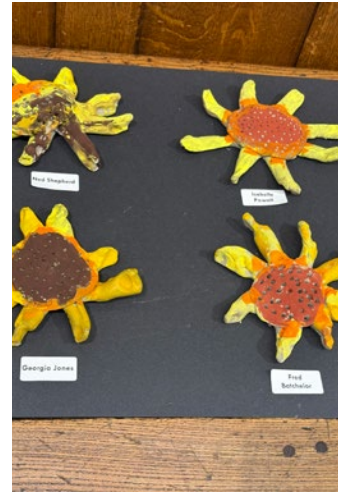
*The 2026 SATIPS Art Exhibition
held at Bilton Grange, Rugby*











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