

# THE ISA JOURNAL

STRATEGIC LEADERSHIP | NO 23 | OCT 2020



- MAKING SENSE OF MOTIVATION FOR LEADERSHIP EXCELLENCE
- CREATING A SCHOOL DEVELOPMENT PLAN
- SCHOOL LEADERSHIP IN PERSPECTIVE



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# Welcome

FROM THE CEO

Rudi Elliott Lockhart



"Everyone has a plan until they get punched in the face" as noted boxer and not so noted philosopher Mike Tyson put it. Well, we all had plans at the beginning of the year until 2020 punched us in the face. COVID-19 has created challenges for everyone that none of us were expecting, and the carefully thought out plans that we all started the year with have had to be reinvented. Tyson's point is that what really matters is

what you do after you get hit. What matters is how you adapt your plans. Of course, this doesn't mean starting from scratch and making decisions on the fly, rather, to be able to adapt effectively it's important to have prepared so that you best understand your options and what might be possible. Doing this effectively in schools, being able to take the necessary decisions quickly and to deliver on them, requires skilled leadership. It has been incredibly impressive to see the ways that Heads in independent schools have risen to the challenge of the last few months, ensuring that come what may, there remains an absolute focus on the high quality education and welfare of the children in their care.

COVID-19 may have dominated much discussion this year, but there have been many other vital issues facing independent schools. Some, such as the chaos over the awarding of grades to pupils for GCSEs and A-levels, were consequences of the pandemic, but others, such as the discussions over how independent schools should engage with the critical issues highlighted by the Black Lives Matter movement, were not. The number of things that have required Heads' focused attention has been vast.

2020 has therefore been a real test of leadership. So in this issue of the Journal we look at strategic leadership in a variety of ways. There are articles looking at leadership lessons we can take from sport, and on how to check your strategic leadership style, as well as on the relationship between vision and strategy and on the importance of having both transformational leadership and instructional leadership, and much more besides. I hope you'll find lots to reflect on and hope that these articles might spark further discussion.

This is my first issue of the Journal since joining ISA. I am looking forward to using the pages of the Journal as a space to encourage discussion across all of the issues that matter to Heads within ISA. Within our large and expanding membership there is a wealth of expertise that will, I hope, flow into the Journal. While it's not easy to meet face-to-face at present, I hope you'll feel able to write to me or call on the phone to let me know what you want ISA to be doing for you and, more specifically, what you'd like to see in the Journal. I look forward to hearing from you.

## CONTRIBUTORS

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Front Cover photo : Babington House School (LS)



## WRITE FOR THE ISA JOURNAL

ISA's Members want to hear about best practice in any area. Send a brief outline or topic to [journal@isaschools.org.uk](mailto:journal@isaschools.org.uk)

LORD LEXDEN

## A Message From Your President



Alistair Lexden - ISA President

It is hard to think of ISA without Neil, who has been such a great friend to all of us over these last eleven years. It is a friendship based on deep respect and affection, felt throughout our thriving association from his marvellous colleagues at ISA House in Great Chesterford, itself one of his major achievements, through the Executive Council, the various ISA committees and area bodies, to the heads of all our Members' Schools throughout the country.

What Neil does not know about education isn't worth knowing. Think of all the letters from him which appear frequently in *The Times*, covering a huge range of topics in that brisk and precise manner which is so characteristic of him.

He has drawn on this wealth of knowledge to provide the impeccably accurate information and wise, measured advice from which the busy and often harassed heads of our schools have benefited so greatly. They are not the only ones. Many of my contributions in the Lords have come straight from my omniscient friend Neil.

What Neil has enabled ISA to achieve can be summed up in single word: growth. I am sure that the successive ISA Chairs, Council members and others who have worked with him closely since 2009 will never forget his commitment to extending ISA's high standards and excellent services to more and more schools. When Neil joined ISA eleven years ago after a distinguished career teaching in both sectors of education, it had 293 members. Today the total stands at 535—and rising.

What do our new colleagues say? One of them wrote recently: 'when I have contacted the Association, I have received first-class advice and assistance'. That is just one example of the thoroughly well-deserved tributes paid to the team of 19 that Neil has built up and overseen at ISA House.

With spectacular growth has come greater diversity. An organisation once dominated by small prep schools now includes schools of every size and type from pre-prep to sixth-form institutions, pretty evenly divided between charities and proprietary schools. ISA today is unique in representing the full range of independent schools. I know how much joy Neil derives from the success of our schools with their great strengths in areas such as special needs, sport, drama and the arts. His years at the helm have seen a massive increase in ISA competitions and awards which have helped develop some of these strengths further. In 2019, for example, over 6,000 pupils took part in ISA national and regional sports events, and more than 4,000 in arts events.

Good schools need to keep their teachers abreast of progress in methods and skills within their great profession. Neil and his team have given high priority to excellence in teaching. Eleven years ago, ISA laid on 15 professional development courses. For this academic year, there will be 90 courses, plus 5 conferences planned. Wherever one looks, expansion has been the theme of Neil's time with his ISA friends.

Politicians are rather fond of quoting words from Shakespeare's *Othello*. He says: 'I have done the state some service', adding 'and they know it'. Neil has done ISA great service. We know it, and we will not forget how much ISA's flourishing state today owes to him. He may shortly cease to be our chief executive, but he will always remain our association's highly valued friend.



Neil Roskilly - Former CEO

Alistair Lexden, ISA President, is a Conservative peer and a Deputy Speaker of the House of Lords. He is also the official historian of the Conservative Party.

JEFF SHAW

# Welcome from the ISA National Chair

## 2020-21



Colleagues,

I am incredibly proud to be your Chair for the coming year and will look to serve the ISA in any way that I can. At the start of this message I would like to thank Claire Osborn as outgoing Chair and Matthew Adshead as Vice Chair for their incredible contribution to their roles. I am also delighted to welcome John Southworth to the role of incoming Vice Chair. Over the past year, more than ever, the depth of experience and wisdom across the ISA Executive has been invaluable to all of our Members.

For many of us this past year has been incredibly challenging. The Covid-19 pandemic has brought about scenarios that our Members have never faced before. Difficult discussions with parents, queries over fees, remote learning, staff and pupil safety worries and coping with an ever-changing landscape, challenged the resilience of many of our schools and members.

I have come to learn that it is never the storm that defines us, but how we act in that storm. As we begin to emerge from the crashing waves of this pandemic, we can look back and see how the collegiality, support and the strong values of ISA have shone through to all of our Members, even in the most challenging of hours. ISA staff and indeed all of our Members stepped up to support the Association at the most critical time. The online support community, mental health support helpline, incredible phone advice from ISA HQ and of course other Members who are always willing to answer the phone makes ISA a very special association indeed.

My own links with the ISA date back to the 1980s when I joined an ISA school as a pupil. I must confess that my main understanding of ISA stemmed from the ISA cross country and athletics, which I thoroughly enjoyed (regardless of the weather). Now, in 2020, it means so much more. We are an association unswervingly for our Members and for the pupils that we represent.

In my time as a pupil at school, I remember vividly the assemblies. I particularly remember some of the traditional hymns that we sang. The words of one particular hymn has repeatedly come into my thoughts as I prepare for this new academic year.

"Will your anchor hold in the storms of life?  
When the clouds unfold their wings of strife  
When the strong tides lift, and the cables strain  
Will your anchor drift or firm remain?"

The song has strong faith references. However, this particular verse reminds us on the importance of an anchor in our lives. It does not mean that we should stand still, indeed having a secure anchor enables us to pause, reflect and take decisive decisions that are based on strong values and reliable information. With a strong anchor we do not fear the storm and have the ability to collect ourselves in the midst of challenging circumstances.

This academic year I encourage all of our Members to connect with our Association more than ever. We are never alone; we stand side by side with hundreds of colleagues and thousands of pupils, this makes us stronger. In my time as Area Coordinator and Chair of Membership for ISA, I quickly learnt that there is strength in vulnerability and collegiality. By reaching out to ISA Head Office or indeed to other colleagues from our wonderful Association, we have an anchor of support that enables us to navigate beyond the challenges that we face.

ISA has embraced technology to support the professional development of all of our schools and although I believe that this can never replace fully face to face fellowship, there will be opportunities for wider engagement from all of our Members. I therefore encourage you all to reach out, connect, share and feel the support of the ISA behind each and every one of you.

We are proud to be a diverse association with our schools covering the complete age range, they vary in size and nature, from early years to senior, boarding and day, all-through schools, co-educational and single gender, and also include specialist schools in the arts and music. This diversity makes us unique and we recognise that one size does not fit all, with ISA representing some of the most innovative schools in the world.

At the start of this academic year, we emerge in a new world of education, where the agility and innovation of ISA Members' schools will enable them to thrive. As an Association we begin a new chapter with the retirement of our CEO, Neil Roskilly. Neil has steered the association through unprecedented innovation and growth, committing his personal energy into supporting all of our Members and their pupils.

I know that you all join me in wishing him a happy and well-deserved retirement. Our new CEO, Rudi Elliott Lockhart, has officially commenced his role and we are looking forward to working with him over the coming academic year.

We commence this new year as a diverse, agile, innovative association with collegiality at our core. There has never been a more important time to be part of this wonderful Association and I am very proud to be able to represent you all this year.

---

Jeff Shaw is Headmaster of Scarisbrick Hall School and ISA National Chair 2020-21.





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# School News

SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS



Lord Lexden OBE

## WIDENING ACCESS, LESSONS FROM HISTORY

Our President, Lord Lexden, has written a well-researched and thought-provoking article for the ISC bulletin published on 22 May 2020, during the Coronavirus crisis. The subject is the thorny issue of access to independent education for the wider community.

We warmly recommend the article to our ISA Members and beyond. You may find the content simultaneously challenging and inspiring. Visit the following page to read the article: <https://www.isaschools.org.uk/wp-content/uploads/2020/05/Widening-access-Lessons-from-history.pdf>

## TOP CARDIFF STUDENT WINS PRESTIGIOUS ISA LEXDEN PRIZE – CARDIFF SIXTH FORM COLLEGE (SW)

Buraq Ahmed, a student at Cardiff Sixth Form College, was awarded the Independent Schools Association Lexden Prize on Friday 10 July 2020, which is given to the most outstanding Year 13 student chosen from the organisation's 535 schools.

Buraq, who left his parents in Iraq to travel to the UK with his grandmother to be treated for congenital hip dysplasia aged only three, didn't physically meet his family again for 10 years due to the commencement of the Iraq War and subsequent Isis terrorism attacks. The family had to sell their home to pay for Buraq's treatment, he went through nine surgeries and is on daily medication to manage extreme pain.

He attended comprehensive school in Cardiff and, as a keen footballer, was chosen to play for Cardiff Academy. However, as his condition worsened, his physical movement became increasingly limited and he was unable to play.

He won a 100% scholarship at Cardiff Sixth Form College where he completed an EPQ comparing the US and UK

medical systems, competed in the Oxford and Cambridge regional debates, has been an active member of the student-led Medical Ethics Society and was Vice President of the NASA Space Settlement Design Team where he was chosen by Imperial College to represent the UK.

Buraq, also a keen Youth Scouts Leader, is part of the Welsh Government's Youth Led Grant Panel to advise on the government's charitable support. Since lockdown Buraq and three other Cardiff Sixth Form students have set up a free UCAS guidance service for local Welsh students, tutoring them in UCAT and BMAT university preparation.



## SCHOOL RUN DIANA AWARD ANTI-BULLYING TRAINING – URSULINE PREPARATORY SCHOOL (E)

On Friday 6 March, Ursuline Preparatory School, Brentwood, invited 10 primary schools to their Diana Award Anti-Bullying Ambassador Training.

The Diana Award's mission is to foster, develop, and inspire positive change in the lives of young people.

The anti-bullying Ambassador training empowered both the students and staff to change attitudes, behaviours and cultures of bullying, by building skills and the confidence to address different situations both face to face and online. The children from all the schools fully participated in the training and put forward some very grown up ideas on how to tackle each scenario that was presented to them.

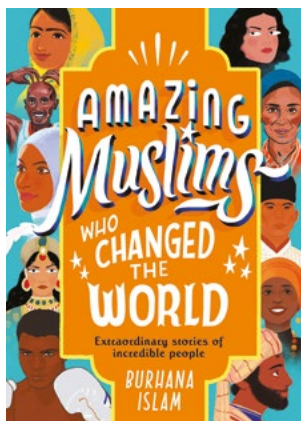
The expert training equipped the students and staff with the tools needed to tackle bullying head on, helping our schools to transform their approach to bullying and create a safe and positive environment for everyone.

Mrs Mongelard, Assistant Head, who organised the event, was delighted with the way the children from all the different

schools interacted with each other, making the day a very rewarding experience not only for themselves but also for the members of staff that accompanied them. It was amazing to see children that had never met before tackling situations and challenges in a very positive and sensible way.







## BOOK CELEBRATING THE ACHIEVEMENTS OF MUSLIMS AROUND THE WORLD SOON TO BE PUBLISHED FROM ASSISTANT HEADTEACHER AT BEECH HOUSE SCHOOL (N)

Congratulations to Mrs Islam, Assistant Headteacher at Beech House School on her published book 'Amazing Muslims Who Changed the World'.

A richly illustrated and stunning collection of the true stories behind both modern and historical Muslim heroes, this book is one of the first of its kind in celebrating the achievements of Muslims around the world. The book was published in hardback on July 9th 2020 by Puffin, it is a collection of 30 stories around the lives of famous and little known Muslims.

Some of the figures are well-known in this collection, such as Malala Yousafzai, Sir Mo

Farah, and Muhammad Ali, however there are also lesser-known figures who are equally important, such as Sultan Razia, an extraordinary female ruler, and Noor Inayat Khan, an Indian princess who became a British spy during World War Two. From female pirates to incredible scientists to brilliant mathematicians, "Amazing Muslims Who Changed the World" is nothing short of remarkable.

Some of the Upper Prep pupils played a part in the cover design. While the book is aimed for children aged 9 to 12, this book can be enjoyed by all and is a must read.

## PUPIL EXCELS IN NATIONAL MATHS CHALLENGE – BRIDGEWATER SCHOOL (N)

Eleven year old Bhargav from Worsley in Greater Manchester has received a prestigious award by The Mathematical Association for his performance in this year's Primary Mathematics Challenge (PMC), demonstrating his achievement as one of the best young mathematicians in the country.

The Year 6 pupil from Bridgewater School took part in the first stage of the challenge in November 2019 alongside 66,500 other children from across the UK. Successfully answering a variety of multiple choice mathematics problems, Bhargav joined the highest scorers who were invited to take part in the PMC Bonus Round in February 2020 where he rose to the challenge, becoming one of only 1,590 pupils to win an award.

Speaking of the pupil's success, Mrs Davies, Maths Co-ordinator at Bridgewater, said: "We are all extremely proud that Bhargav has won a silver award. It is such an achievement to receive recognition for mathematical ability on a national scale. All of the children at the school enjoyed taking part in the challenge and most importantly, it shows them that maths can be fun."

Katherine Milner, Chair of the PMC committee, on behalf of the Mathematical Association added: "We would like to offer our congratulations to Bhargav and all of the pupils that participated. We received a large number of entries which reflects a real appetite for solving maths problems and puzzles. Feedback made reference to how interesting, entertaining, relevant and imaginative the questions were. Other comments mentioned how excited and 'buzzing' the children were following the challenge with many conversations about particular questions spilling over into the playground and classroom."

Mrs. Davies hopes that Bhargav's success will inspire many younger budding mathematicians at Bridgewater School to enter the competition in the years to come.



## STUDENTS JOIN STAFF AND PARENTS TO DELIVER POWERFUL TEDX TALKS - KING ALFRED SCHOOL (LN)

For the second year running, The King Alfred School (KAS) in Hampstead hosted a day-long TEDx event featuring inspirational short talks by students, staff and parents. The event which took place in the school's Phoenix Theatre, presented 19 talks and one musical performance. With 10 of the talks being delivered by students, some as young as 13, it was a fabulous showcase for the school.

The school is proud of the confidence and creativity of all their students and this event gave them a platform to talk about a diverse range of subjects. Student talks ranged from outsourcing, OCD and the impact of online bullying to antibiotic resistance, project-based learning and the healing power of pets. As well as the spoken talks, Sixth Formers Elvis and Max took the audience on a musical journey telling the story of the Blues.

Other talks touched on the ethos behind The King Alfred School with Head of PE, Edo Skender, talking passionately about the educational power of the three KAS boats which built by students, staff and parents at the school. For a school where the outdoors is very much part of the day to day experience, the talk by Head of Geography, Fay Crowther, imploring us all to see humans as part of the landscape not an addition to it, was very relevant.

Parents also took the floor in a series of powerful and thought-provoking talks. Taking inspiration from their lives and their work they guided the audience on a journey across subjects such as rethinking how we design buildings, the emotional power of objects and 'alien superpowers'.

Organiser Kara Conti said: "I'm awed by the bravery of all of the speakers. Their willingness to speak about personal subjects from the heart was a credit to them and the school. I would say it's a wonderful way to break down barriers between parents, staff and students but then I realise, at this school, there aren't any. We were also proud to welcome students and staff from local schools Dwight and Queen Elizabeth, who came along to the dress rehearsal as part of their preparations for their own TEDx talks."





ALEX BELL

## We Are All in Charge Now

Seven ways school leaders can check their strategic leadership style in the mirror to see how it looks.

### 1. The Clock is Ticking Differently These Days

I'm old enough to remember the 1970s when a long-distance telephone call to distant relatives down-under was a really big deal, a planned event as part of Christmas or birthday celebrations. The expense of the call was all too well-known at both ends of the phone and, as the youngest child in the family, I would feel my heart beat faster as all eyes moved on me as the telephone receiver was passed through the family for my obligatory few seconds. As a young lad, I still remember the pressure building as my turn approached. My mission: To blurt out a superficial question, give a suitably swift but satisfying answer and hand the phone back before I'd notched up too much money on the monthly phone bill.

So, what happened back then was that we were aware of almost nothing more than the clock ticking mercilessly and the phone bill literally racking up by the second. What it meant was that no-one was actually listening to each other. It was an exercise in 'getting the phone call done' more than deepening and enriching our extended family relationships.

What has this got to do with school leadership strategy as the world stands in 2020?

I know, for most of us over the last few months, time has felt more like one of Dali's melting clocks than anything that made sense. For many of us, even for the briefest of days or hours, the

clock almost literally stopped as we reeled from the quickening march of Covid-19, the abruptness of school partial closure and the angst of decisions around life before, and after, reopening. The world of 2020 has stood, so often, in the stunned silence and deep mourning of WH Auden's Funeral Blues.

Yet, there is something of the stillness and emptiness of our timetables and thinking spaces that I believe we can, and must, hold on to. As we think about catching up over the next academic year, we must ask what it is exactly we are catching up with. Yes, there are certainly gaps in knowledge that are testimony to time away from classrooms and lessons. Knowledge is crucial, but part of me thinks it will still be there when we are ready for it. When asked about his predictions for the future of learning in our connected ecosystem Professor Sugata Mitra will always tell us "you need to know when you need to know" (Panel discussion Yidan Prize Summit Hong Kong 2018 [www.yidanprize.org](http://www.yidanprize.org)).

I'm not advocating that we focus totally on wellbeing and throw the curriculum out the window for the rest of the year, but I do know that the undoubted trauma of 2020 calls for us to make some sense of both Barry Carpenter's [www.RecoveryCurriculum.org](http://www.RecoveryCurriculum.org) and John Hattie's call for more personalised learning as the best way to make up for lost time ([www.corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not](http://www.corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not)).



## 2. We Need to Learn to Listen Differently and be Comfortable with Silence and Pause

As a school leadership coach, after being used to over 2,000 hours of my coaching being in-person in the last six years, and then suddenly having to pivot to nearly 200 hours via video-conference in the last six months, one of the key skills I've had to develop is an understanding of what it means to profoundly listen. 'Listening with the intent to understand, not the intent to reply' as Stephen Covey so brilliantly describes it. Resisting the urge to fill the silence or to tell before asking, is perhaps harder but more important than ever right now. Each of us as leaders has had to make sure that we are comfortable with silent pauses for listening and gaps for thinking.

## 3. Authenticity is the New Professionalism - Without Realising It, We've Now Had Months of Seeing Ourselves Communicate as Others See Us. If You Haven't Already, It's Time to Shift

It's hard to comprehend how much we shifted our idea of 'meeting' in the last 6 months. I have a number of close colleagues and coaching clients whom I have worked with very closely, but not actually yet met in real life (IRL). I did have one socially-distanced meet-up IRL where I was greeted with a shocked "You're a lot taller than you look on Zoom!"

One of the strange skill-shifts I have made, has come from staring at myself in the Zoom screen as the person I'm talking

to is just a tiny thumbnail. We are each literally holding a (digital) mirror up to ourselves as we converse. Their body language and expression can be harder to read, whilst our awareness of our own is heightened. For hour upon Zoomed hour, we have seen ourselves as others see us.

I've seen colleagues in the early months of the year exhausted from trying to remain 'professional' then gradually open themselves up to embrace a more authentic style of leadership, as family life creeps in and blends with their work life, as much by necessity than design. They tell me that their colleagues, students and community actually prefer it and are reassured by it. Over these last six months we may not have been in the same boat together, but it is only human to admit that we've certainly been through some of the same storms.

Hearing broadcasters and thought-leaders give a raw and unpolished response to the death of George Floyd has garnered more respect and praise than if they had merely acted 'professionally' as per common expectation up until then. Andreas Schliecher in an OECD.org/HundrED.org webinar in April 2020 said his hopes for the positive changes that Covid-19 would bring about in education, were that teachers and school leaders would act, and be viewed, more as family friend than distanced professional. He cited Japan as being the leaders in this current cultural shift. [https://youtu.be/aOI-E\\_Vc49k](https://youtu.be/aOI-E_Vc49k)



Woodlands School Great Warley (E)

#### 4. Leadership is Now More About Listening to the Wisdom of Our Communities Than Ever Before. We Ignore This at Our Own Peril

In a survey we commissioned for the 'triage-to-blue sky thinking' leadership course [www.Leadership-Lemonade.com](http://www.Leadership-Lemonade.com) I co-founded in response to the completely understandable analysis-paralysis felt by so many school leaders earlier this year, 78% of parents across the UK stated that they wanted schools to prioritise wellbeing over academic schoolwork for the first few months of reopening ([www.findoutnow.com](http://www.findoutnow.com)).

Ignoring this too early, not only risks our children's readiness to learn in the medium term, but also ignores the wisdom and lived-experience of parents who we all relied on so heavily from the moment school classrooms shut so abruptly in March.

#### 5. Communityship is the New Leadership

In April this year, a friend from the HundrED.org education innovation community in California had a whimsical idea. She'd been chatting with a mutual friend in the North of England about the effects that social isolation and lockdown were having on her and her children. She realised that opening up video conversations for young people internationally was a really powerful way to mitigate this isolation, extend learning and so when she reached out to a few of us around the world, miraculously within a week, [www.LinkOnlineLearners.org](http://www.LinkOnlineLearners.org) (LOL) was born. A month later we were cited by OECD.org as part of 'six big ideas in education globally in response to Covid 19' (<https://hundred.org/en/collections/quality-education-for-all-during-coronavirus>).

What was really powerful in this moment of needing to act quickly to set our initiative up from the get-go, no one was in charge and everyone was in charge. Not only were we building the plane as we were flying it, but somehow we were managing to serve drinks from the trolley too. As a former successful headteacher who thought he knew a thing or two about distributed leadership, this was the most extreme version I'd ever experienced. If LOL was my school, I'd have balked at any idea of letting our strategy emerge from that simplistic vision of opening up kids to the world as it was locking down.

The leadership lessons I've learned from LOL are to trust that the right people showed up each time and made it happen. We literally had no more leadership than each of us with the relevant skills feeling empowered to make each necessary element happen. We didn't have leadership, we had communityship. In his blog of 2018, Henry Mintzberg the coiner of that phrase admits "I made it up, to put leadership in its place...effective organisations are communities of human beings, not collections of human resources. So, here's to just enough leadership embedded in communityship." ([www.mintzberg.org/blog/communityship-beyond-leadership](http://www.mintzberg.org/blog/communityship-beyond-leadership))

#### 6. Leadership Still Needs Followership Watch Out for the Shirtless Dancing Guy - He Might be Onto Something

So, what does 'just enough leadership look like'? Derek Sivers tells us in his legendary TED talk video commentary of the 'Shirtless dancing guy' footage. It's the laughable lone nut doing exactly what we're actually supposed to do at a music festival - carefree cavorting. Within minutes he goes from being

the laughing stock to having a whole field of people rush to join in with him. It's less a story of leadership and more about followership. I won't spoil the punchline if you haven't seen it, but I would urge you to look for your 'first followers' in as many parts of your school community as you can. (<https://www.youtube.com/watch?v=Qu3xpp5BbHU>).

#### 7. All of Us Must Ask - What Good Can Come of this Global Pandemic?

Many great institutions and wonderful innovations were born out of the crises of war or natural disaster. So, for me, it is unthinkable for us to not want to #buildbackbetter post-Covid. All of us as leaders, followers and community members, in and around our schools need to look in the mirror and ask what we are doing differently to build back something better from all that has happened this year.



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Alex Bell FRSA FCCT is director of [www.PortlandEducation.co.uk](http://www.PortlandEducation.co.uk), co-founder of [www.Leadership-Lemonade.com](http://www.Leadership-Lemonade.com), 'This is Our Chance' education film festival and [www.hundred.org/en/innovations/xtalksworldlistens](http://www.hundred.org/en/innovations/xtalksworldlistens) named as one of the top 100 education innovations globally for 2020. Alex is also global ambassador of the year for HundrED.org, seeking and sharing education innovation in nearly 100 countries and an ambassador for [www.leadershipmatters.org.uk/ambassadors/alex-bell/](http://www.leadershipmatters.org.uk/ambassadors/alex-bell/)

A version of this article first appeared in [www.Leadership-Lemonade.com](http://www.Leadership-Lemonade.com)



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# WELCOME TO OUR NEW MEMBERS

## RECENTLY ELECTED

Maldon Court School	Elaine Mason	East
Heathside Prep School	Kate Vintiner	London North
London Islamic Shakhsiyah School	Foziya Reddy	London North
Date Valley School	Neena Lone	London South
Rose House Montessori School	Dawn Nasser	London South
Belmont School (from September 2020)	Helen Skrine	London South
Azbuka Russian-English Bilingual School	Maria Gavrilova	London West
Connaught House	Victoria Hampton	London West
Hall School Wimbledon	Rob Bannon	London West
International School of Creative Arts	Robert Hunter	London West
Jameah Boys Academy	Zainul Sidik Mussa	Midlands
Jameah Girls Academy	Erfana Bora	Midlands
Nurture Learning	Sarah Fernihough	Midlands
S.Anselm's School	Frank Thompson	Midlands
Wotton House International School	Daniel Sturdy	Midlands
Leicester Preparatory School	Claudette Salmon	Midlands
Farrowdale House	Zoe Campbell	North
Islamiyah Girls School	Yusuf Mohamed Seedat	North
Teenage Works	Louise Hodson	North
Bristol International College	John Milne	South West

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## TRANSFER OF MEMBERSHIP

Brookes UK School	Graham Ellis	East
CATS College Cambridge	Dominic Tomalin	East
Heathcote School	Samantha Scott	East
Red Balloon Cambridge	Robert Watson	East
Saint Nicholas	Adrian Petty	East
St. Anne's Preparatory School	Valerie Eveleigh	East
St. John's School	Andrew Angeli	East
North Bridge House Canonbury	Brendan Pavey	London North
Carfax College	Carl Morris	London North
Clifton Lodge	Beth Friel	London North
Immanuel School	Sarah Williams	London North
St. Anthony's School for Girls	Donal Brennan	London North
Oakfield Preparatory	Moyra Thompson	London South



CATS College London  
Sherborne House School  
Westbury House  
Alton School  
Parsons Green  
Stafford Grammar School  
St Peter's School Kettering  
Tettenhall College  
The Firs School  
Leehurst Swan School  
Monmouth School Girls' Prep  
Polwhele House School

James Slocombe  
Mark Beach  
Clare King  
Karl Guest  
Matthew Faulkner  
Lee Thomas  
Mark Thomas  
Christopher McAllister  
Rosemary Blackburn  
Terence Ayres  
Jennie Phillips  
Hilary Mann

London West  
London West  
London West  
London West  
London West  
Midlands  
Midlands  
Midlands  
North  
South West  
South West  
South West

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## SCHOOL ASSOCIATES

Rose House Montessori School  
Jaamiatul Imaam Muhammad Zakaria  
New Hall School  
Queen Ethelburga's College  
Queen Ethelburga's College  
Cardiff Sixth Form College  
Goodwyn School  
Bellevue Education

Ursula Nerre  
Tahseen Akhtar  
Suzanna Minnis  
Erica Papaglimis  
Steven Turner  
Tom Arrand  
Lisa Woolfe  
Gregg Davies

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## OVERSEAS MEMBERS

Dar El-Tarbiah

Mona El Degwi

GUY SHACKLETON

# Making Sense of Motivation for Leadership Excellence



Akeley Wood School (LN)



Colchester High School (N)

There is an expectation of leaders to understand what motivates each person in a team, enable them to perform at their best, and keep their focus aligned on business priorities in order to deliver results. This is a complex endeavour for leaders, especially when teams are widely dispersed, and time feels scarce. If Leadership is the act of causing results through others, then knowing what people need and want gives you a huge advantage when it comes to motivating, rewarding and communicating with your team.

The purpose of this article is to share with you how motivation influences our behaviour, how we can inspire greater engagement from others, and how motivational blind spots may be negatively affecting our current performance. Motivation is the energy that triggers action and sustains progress, so it is vital to understand if you want a team who consistently deliver great results and regularly go the extra mile!

## Carrot or Stick?

Old school strategies to stimulate greater motivation and performance were based upon reward or consequence – the carrot or stick approach. You either move towards a reward or move away from an unpleasant consequence.



## Away from motivation (The Stick)

Away from motivation is very compelling. Just imagine if you glanced down and found a King Cobra writhing menacingly between your feet. How motivated to move away from it would you be? So, the Stick approach has its strengths, but they are overshadowed by 3 major limitations...

### Short-lived

- Away from motivation is powerful but short-lived because once you have moved away from something negative enough to avoid it, there is no further need to continue.
- This is often the undoing of well-intentioned diets because once a person has moved far away enough from their unwanted weight, the motivation to eat sensibly stops. Without the motivation to eat sensibly, the unwanted weight returns, and the cycle repeats itself.

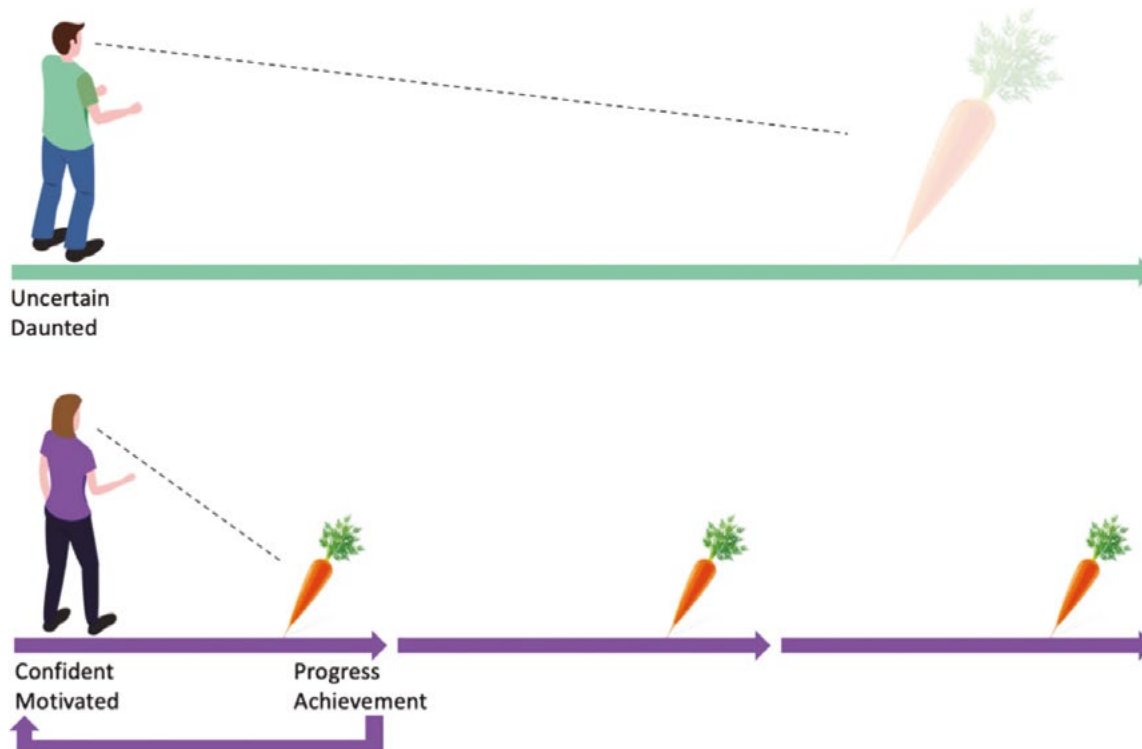
### Reckless

- The urge to move away from something negative can be so strong that you may not consider in which direction you move away from it. This kind of reaction often results in poor choices being made and simply moving from one challenging situation to another.
- Consider not wanting to have a difficult conversation with someone who is underperforming because it would feel painfully awkward. Instead, you choose to ignore it and endure the increasingly negative effects.

### Stressful

- It's also very stressful and unpleasant continually moving away from something you wish to avoid such as failure or not meeting expectations.
- Consider how exhausting and miserable it would be if the reason you got out of bed each day was to avoid failing. At what point would you know you have succeeded? How would you know when to celebrate an achievement?





### Towards motivation (The Carrot)

The Carrot approach is both effective and sustainable because as you get closer to your goal, the greater the sense of progress and the more motivated you will feel to continue. The energy and momentum formed when approaching a meaningful goal often triggers discretionary effort and greater determination. Another benefit of towards motivation is that if you get side-tracked or encounter barriers on the path to your goal, you can simply course-correct and get back on target.

The key message here is that for sustained levels of motivation, people prefer carrots over sticks. However, these carrots must be realistically achievable and the right type of carrots!

### Realistically achievable carrots

The feeling of progress has a powerful impact on our motivation. The achievement of tiny triumphs is as important as large victories. They boost morale, contribute towards goals, and deliver a healthy dose of motivation!

Ambitious goals often feel like vague projections in the distant future. They appear to need lots of time, energy and effort to achieve. This is where doubt and discouragement can creep in and puts the brakes on progress.

Research from the Harvard Business School has revealed what motivates people at work. The most important motivator is feeling

that people are making meaningful progress. The key point here is that those moments of progress don't have to be spectacular achievements. Instead, a continual flow of tiny triumphs creates a feeling of constructive progress.

### 9 types of carrots

According to James Sale (Author and Creator of Motivational Maps), people are motivated by 9 core factors. Here are the various types of carrots people enjoy and serving suggestions to inspire greater engagement from them! See which carrots are most appealing to you...

#### Money & Material Wealth

Most people need money to survive, but some people are actually motivated by it and use it as a way to measure success. Serving suggestion: Link performance targets to financial rewards and identify what achievements, training or promotion is required to achieve it.

#### Purpose & Meaning

One of the most common motivational drivers is to do something of significance and make a positive impact on the world. How this is achieved will vary from person to person dependent on their values and beliefs.

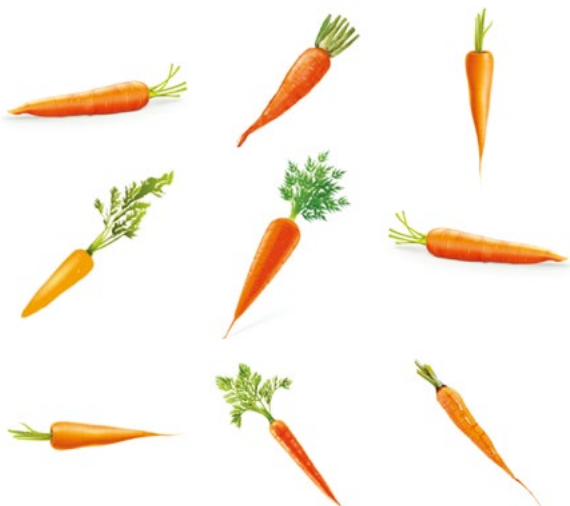
Serving suggestion: Provide plenty of quality feedback, especially about the consequences of their work, the positive impact it has made and why.

#### Security & Predictability

Security is a powerful human need because it reduces the risk of pain or loss. Serving suggestion: Plan the future; Both short-term and long-term. Agree with management what is happening in the next 90 days, where will you be in 1 year, how you will you get there and what support you need.

#### Power & Control

Being responsible and having authority provides a feeling of significance and enables things to happen under your control. Serving suggestion: Allow greater responsibility to make decisions or control resources. Alternatively, request feedback on how well meetings have gone and what could be improved.



### Freedom & Independence

The freedom to choose how time is spent and decide how things are done is extremely important to some people. Serving suggestion: Set clear and specific goals and then enable the team to achieve those goals as they see fit. Judge them on the results, not the processes.

### Recognition & Respect

Being noticed and valued makes people feel significant and appreciated. Recognition and status is used as a measure of success.

Serving suggestion: Consult with and ask for opinions from teammates. Alternatively, assign them as role mentors to less experienced team members to learn from.

### Mastery & Expertise

Being a Subject Matter Expert of a specific topic or skill creates a great sense of confidence and self-esteem and being able to demonstrate expertise is particularly rewarding.

Serving suggestion: Discuss training opportunities and how they will help achieve organisational goals. Alternatively, offer individuals to be mentored by a more experienced person to increase their level of expertise in a specific subject.

### Innovation & Change

Driving change or solving problems with innovative and new ideas is the source of great satisfaction for many people.

Serving suggestion: Communicate what new projects are coming up and how to get involved. Alternatively, use creative techniques to problem solve or generate new ideas, E.g. brainstorming or role play.

### Friendship & Belonging

Belonging in a group and having positive relationships with supportive people is a very desirable feeling for many people.

Serving suggestion: Invest time in listening to your team to reinforce that you care and value their thoughts. Ask for people's opinions and involve them in group discussions. Encourage a more collaborative approach to decision-making and team activities.

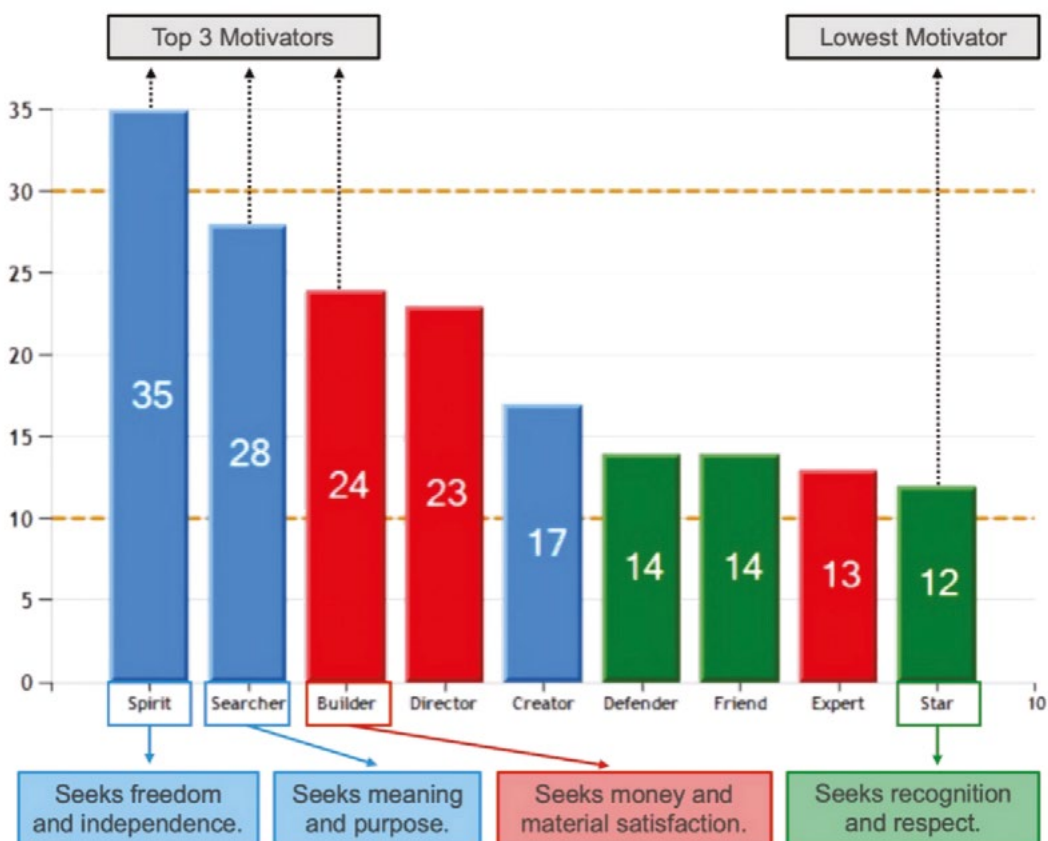
### Weaknesses and Blind spots

What has got you and your team where you are today include your sense of purpose, identity, values, beliefs, capabilities and behaviours. However, it is your weaknesses and blind spots which are most likely blocking your success in future!

I consider one of my strengths as being independent and decisive, which results in getting things done quickly without relying on others. Sounds great, but what is the downside of this? In reality, major goals take longer to achieve because I work in relative isolation, despite knowing how effective teamwork is! I am also reticent to ask for advice or consult with others before making a decision, which can result in rash choices or reckless actions. This is a weakness that I am aware of and doing something about, but it's the weaknesses we aren't aware of that will continue to hold us back. These are our "blind spots" and everyone has them. So, if we aren't aware of our own blind-spots, how do we identify them? The 3 most effective ways to identify our own blind spots are through failures, feedback and greater self-awareness...

### Failures

The road to success is rough, dimly lit and has more bends than a plate of spaghetti! Therefore, it is sensible to anticipate failures along your journey. Failures can crush our spirit and smother resourceful thinking, so it is important to choose how we respond to failures. Failures highlight where we lack awareness, skills or have motivational blind spots. In many ways our failures are the ultimate gift in terms of identifying how we can grow and improve in future. Reflecting on failures as learning opportunities rather than confirmation of our incompetence is crucial to our self-esteem, continual development and sustained motivation. "Failure" is often perceived as a real thing that exists in the world. Yet, "Failure" is merely a label we attach to an unwanted outcome. Choose to view failure as a gift and you will receive the information you need to achieve better results in future!





Key: <span style="background-color: red; color: white;">Top Motivator</span> <span style="background-color: yellow;">Second Motivator</span> <span style="background-color: lightblue;">Third Motivator</span> <span style="background-color: lightgrey;">Lowest Motivator</span>													
Name	Expert	Defender	Searcher	Builder	Spirit	Friend	Creator	Director	Star	Motivation Audit			
										%	1	2	3
Person 1	28	19	27	20	22	20	23	13	8	97%	10	9	10
Person 2	29	21	23	29	22	17	13	17	9	60%	7	4	6
Person 3	22	23	22	16	15	18	22	19	23	38%	3	4	8
Person 4	21	25	26	18	22	20	20	15	13	66%	7	6	6
Person 5	24	22	29	14	15	18	24	17	17	50%	5	5	5
Person 6	24	23	18	33	28	10	12	22	10	31%	1	5	10
Person 7	21	23	20	22	22	17	17	18	20	66%	6	8	6
Person 8	17	29	21	17	14	28	14	17	23	23%	1	5	2
Person 9	30	24	17	21	22	19	16	11	20	57%	8	2	3
<b>Total</b>	<b>216</b>	<b>209</b>	<b>203</b>	<b>190</b>	<b>182</b>	<b>167</b>	<b>161</b>	<b>149</b>	<b>143</b>	<b>54%</b>			

### Feedback

If you want to reveal your blind spots, getting feedback from people who observe you from a different perspective is valuable information. However, feedback can sometimes be uncomfortable to hear because we are familiar with observing the world through our own eyes and harbouring thoughts and feelings that we are comfortable with because it is less painful than the truth and requires no effort to change! This is why people can feel uncomfortable giving honest feedback despite its great value.

### Self-awareness

Knowing what motivates you and the people in your team allows greater choice in how roles are assigned, how messages are communicated, and how teammates need to be both supported and challenged. A tool we're using with many leadership teams right now is Motivational Maps® because it quickly diagnoses a person's motivational profile, showing motivational drivers in order of importance and intensity.

Each profile calculates a percentage score for current level of satisfaction too, so areas for immediate attention are clearly visible and progress can be measured as improvements are made. When individual profiles are consolidated into a team view, it is clear to see where commonality and differences exist, and a common language enables the team to discuss their differences with ease.

Having seen the positive impact Motivational Maps has had on leadership teams throughout the UK, we know it gives teams the information required to make better choices and enable people to thrive. If you want to discover what motivates you and your team, contact us so we can listen to your requirements.



Guy Shackleton is a Leadership Coach who specialises in motivation to optimise the way people lead themselves, other people and their organisation. With 20 years' experience, he collaborates with leadership teams to understand team dynamics and reveal choices to work more effectively as a team. As a loving husband to a fantastic teacher, he appreciates the challenges faced in the school environment and is grateful for the positive impact schools have on so many people.

[www.positivedevelopment.co.uk](http://www.positivedevelopment.co.uk)

# ISA COURSES

Alongside our core training, we are pleased to be able to offer a range of new and exciting topics this year, with the majority of autumn term training taking place online via Zoom.

Online training is offered at a reduced rate of £120 per delegate, with zero travel costs, so every school can find relevant training to fulfil their staff's requirements at even better value.

We aim to hold as much face-to-face training as possible next year and we will continue to regularly update members on the status of our events ahead for 2021.

## how to book

For more information and to book, please visit our website: [www.isaschools.org.uk/events](http://www.isaschools.org.uk/events)

## Learning

### SENCO TRAINING - FOR THOSE RESPONSIBLE FOR SEND PROVISION

Tuesday 3 November | Online via Zoom | 10:00am-12:30pm

This flexible course is suitable for experienced practitioners and those who have only recently joined the special needs workforce.

Delegates on this course will be helped to appraise specific needs, develop best provision, share ideas and galvanise their teaching colleagues to work with them subject by subject, to ensure a whole school approach. Guidance will be offered on admissions, informal and formal assessments, what can be done with or without therapeutic help, and how to work with reduced resources.

### MATHS MOVERS

Friday 27 November | Online via Zoom | 9:00am-2:30pm

This course provides a combination of theory and practical content, underpinned with evidence based practice, to raise the profile and impact movement has on all developmental areas.

The course aims to help delegates understand what maths REALLY looks like and how to make maths concrete and tangible.

## Inspection

### IMPROVING DOCUMENTATION FOR ISI INSPECTIONS

Tuesday 10 November | Online via Zoom | 9:00am-2:30pm

Suitable for Heads and anyone involved at Senior Management level in preparing the documentation required for inspection. To get the best out of the inspection process, schools need to be prepared and alert to the documentation that ISI requires – even before the inspection begins.

This course will go through all the documentation needed for a positive inspection result, including regulatory policies and other documents which must be available to the inspection team, as well as giving opportunity for questions to be asked and self-reflection to take place throughout the day.

### SINGLE CENTRAL RECORD - GETTING IT RIGHT

Wednesday 3 February | Online via Zoom | 9:00am-2:30pm

This course focuses closely on the requirements of the SCR, with a step-by-step journey through each recruitment check and how it should be recorded. Delegates will be able to ask questions about and discuss their own SCR and its challenges.

### ONLINE LEARNING AND BLENDED TEACHING STRATEGIES - NEW COURSE

Tuesday 17 November | Online via Zoom | 9:00am-2:30pm

This course is suitable for any Teachers in both Primary and Secondary schools looking to move to an online or blended learning approach. Through this time of crisis, many educators have seen the challenges, successes, value and skill involved in delivering quality education virtually.

We develop strategies to guide your staff through the processes involved in becoming online learning literate. From thinking about the curriculum and how you can best deliver engaging and exciting lessons, to the best procedures for feeding back and marking work.



## RELATIONSHIP AND SEX EDUCATION FOR 2020 - NEW COURSE

Wednesday 11 November | Online via Zoom | 9:00am-2:30pm

From September 2020 all secondary schools will be required to build on primary-level Relationship Education to deliver Relationships and Sex Education' in England. This course will enable delegates to develop a clear set of strategies and interventions which they can adopt in their teaching of RSE.

### Mental Health

#### BRAVE THE RAGE – ANTI-BULLYING AND ANGER MANAGEMENT TRAINING

Tuesday 24 November | Online via Zoom | 9:30am-2:30pm

Suitable for all staff, including Pastoral Care and Early Intervention and Prevention.

This course is designed to help all professionals to understand and identify issues of mental health and vulnerability, and to be able to directly support all pupils and students regarding bullying, stress, anger and anxiety.

#### STAYING SAFE IN A MODERN WORLD (NEW COURSE)

Tuesday 1 December | Online via Zoom | 9:30am-2:30pm

This course is suitable for all staff including Pastoral Care and Early Intervention and Prevention.

The creative and interactive programme will equip professionals in a supportive, holistic approach, by increasing the PSHE school community with leadership skills and resilience, strong identity and robust personal wellbeing. Delegates will learn conflict resolution techniques, that helps to provide solution strategies to modern day issues regarding bullying, stress, anger and anxiety.

### Leadership

#### MIDDLE LEADERS - ACHIEVING EXCELLENT TEACHING AND LEARNING

Thursday 26 November | Online via Zoom | 9:00am-2:30pm

The course aims to help delegates gain an understanding of the underpinning factors involved in leading teams in developing high quality learning, and how to apply those in a practical manner. You will learn the traits and actions required to be an effective middle leader, how to plan and deliver a rich and integrated curriculum, and the place of evidence based practice and professional learning.

#### [SLP] HOW TO BE AN EFFECTIVE SENIOR LEADER

Wednesday 2 December | Online via Zoom | 10:30am-3:30pm

Suitable for new or aspiring Senior Leaders, or those in post who seek an opportunity to reflect, take a deep breath and renew.

This course aims to develop delegates' knowledge and skills of leadership and show them how to thrive as a leader.

Topics include: how to build a collaborative leadership, how to have maximum impact on the school's development, and how to improve your school by thinking and acting strategically.

#### [SLP] LEADING ACADEMIC STRATEGY, PLANNING AND IMPLEMENTATION

Thursday 3 December | Online via Zoom | 9:00am-2:30pm

Members of senior leadership team and aspirant senior leaders who have a responsibility for curriculum strategy, programme planning, development and implementation. The course is suitable for colleagues from all age phases – Junior, Prep and Senior.

This course aims to enable delegates to undertake an evidence based review, planning and delivery process for a whole school curriculum. You will gain an understanding of the current curriculum debate and which elements should inform content and delivery, learn how to plan an integrated and holistic curriculum, and effectively evaluate the curriculum delivery and outcome.

[SLP] This is a Senior Leadership Pathway course and attendance works towards the ISA Certificate in Advanced School Leadership (4 credits). You can find more information for this scheme on our website: [www.isaschools.org.uk/isa-certificate-in-advanced-school-leadership](http://www.isaschools.org.uk/isa-certificate-in-advanced-school-leadership)



SUE KNOX

## Creating a School Development Plan

“A SCHOOL WITHOUT PLANNING IS LIKE A BOAT WITHOUT A RUDDER. WE CANNOT ACHIEVE GOALS UNLESS WE PLAN WAYS AND MEANS OF GETTING THERE.” (BEZZINA, 1999:58)

Education is the foundation on which a country is built. It is through education that we help our children to reach their full potential, both as productive members of the economy and as responsible, principled citizens. To achieve this, schools should have an aspirational vision, clear strategic direction and achievable aims all underpinned by a solid school development plan.

Whilst that might sound laudable and straight forward written down, it takes considerable effort, vision, collaboration and time to achieve. Now into my third headship, I have learnt many things along the way in order to deliver a successful development plan. I would even go so far as to say that it is one of the most important documents I produce annually.

Any changes that take place in a school, must first and foremost preserve what has worked well, to be able to give the school stability and reputation. The school's development plan is a means of empowering the school community to make decisions and engage in implementing change to improve pupil outcomes. It should also be seen as a great opportunity to enhance collegiality among the whole school community.

I would like to stress at the outset that here is no such thing as the perfect planning model that suits every school. Each school must design a model that fits its own unique characteristics. Nevertheless, there are key elements that are common to every planning model and can constitute a basic framework in developing your school's plan. A successful plan ideally involves all members of the school community from the Governing Body and parents to the staff, pupils and wider community.

The following model is a basic framework which I have used in my planning process:

### Vision & Aims

First and foremost, a school must have a vision of where it hopes to go and what it hopes to achieve for itself and its pupils. The vision will be a clear understanding of what makes the school unique, why it exists and what it wants for its pupils. It beckons towards betterment of the school. Once the vision has been articulated and agreed, the next step is to agree the aims of the school.

The aims are broad statements of the educational goals that the school seeks to attain and flow from the vision. They will typically relate to the promotion by the school of the intellectual, physical, social, personal, spiritual and moral development of all its pupils, staff and community. Examples of aims of the school might be to:

- Promote a “can do” attitude and inspire each to achieve their best
- Support personal development, social responsibility and a sense of self-worth
- Work as partners in learning with students, parents and the community
- Provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve

Once these are clearly agreed and understood, the review can start.

### Review

The purpose of the review is to really understand where the school finds itself at a given point in time. Essentially, a starting point. It will identify the school's internal strengths and challenges and the opportunities and threats presented by the external environment.

There are a number of quantitative and qualitative tools that can be effectively used. Commissioning an independent external review of the school can also be very beneficial and give priorities for improvement. This is what I use when I start my Headships in order to get an independent review and to understand what I should be careful not to change.

An online survey tool can also be used which uses a mix of standardised key performance measures as well as tailored questions, specifically designed to provide information relevant to your school. Usefully, these can be benchmarked against comparative schools. Internal surveys can also be used as well as focus groups to get a real feel of the school's pulse. It is important to involve all stakeholders in this process. The end result will be a clear understanding of what makes the school unique and the areas for improvement.



The data can then be reviewed by the Governing Body, Leadership team and staff and a list of priorities identified. They need to be prioritised in terms of their importance to the development of the school, the current capacity of the school to address them and the resources available. It is important to find the right balance when identifying the priorities as too many priorities will overload staff and may not bring about sustained improvement.

### Design of Plan

This encompasses designing the structure of the overall school plan, identifying the individual projects and action plans to address the priorities, and compiling the plan so that it can be communicated to the whole school community.

Each priority needs to be translated into specific projects with clear objectives or targets, with an accompanying action plan. Targets should be measurable so that progress can be gauged and achievable within the limitations of the school's circumstances with clear time frames identified. It is also essential to identify the team leader and members of the team. In my experience, implementing between 8-10 projects a year is sufficient. Some of these can be led by one person and others will need a team approach as they are more complex.

Project: Owner:				
Actions	Responsibility	Resources/ Cost	Timelines	Success Criteria
1.1				

An example of an action plan

The draft plan can then be shared with the staff, parents and students and approved by the Board of Governors prior to implementation. This will ensure a positive and supportive climate.

### Implementation

Then, the hard work starts, as often these tasks are above and beyond people's normal day to day jobs. It is important to establish structures and procedures so teachers involved are supported in their work. Identifying when teams can meet, providing admin support as required, offering advice from an educationalist, encouraging a visit to another school or training for team members could be provided. However, most teachers do feel a sense of ownership and commitment when carrying out the development

plan tasks assigned to them. A pupils' school council can be given their own project, overseen by a teacher, or be part of a larger project as it is crucial to involve them in the process. External stakeholders can also give valuable insight to project teams. It is important to have regular feedback sessions and produce written updates to staff, students and the community so they are aware of what stage the projects are at throughout the year.

### Evaluation

Evaluation is the key to ongoing improvement. At the end of the planning cycle, it is important that the school community evaluates the success of the implementation in attaining the targets and addressing the school's development needs. The evaluation process reviews the extent to which it has been possible to achieve the objectives that were specified in the plan: fully, partly, or not to any significant extent. The outcome of the evaluation feeds in to the next planning cycle.

Projects that were successfully completed may be consolidated and integrated into school life. Projects where the objectives were partly achieved may be continued into the next cycle, perhaps with modifications arising from the identification of difficulties and barriers to success. Projects where objectives were not achieved to any significant extent may be radically revised, or may be replaced by new projects with a better prospect of addressing the particular development priorities. The cycle then is repeated the next academic year.

There is nothing quite like the feeling, at the end of the academic year, when you review your journey, see what the school has achieved and together, celebrate success.

Good luck!

Sue Knox began her career in Marketing in the Communications sector. The family relocated from Paris to Sydney, Australia where Sue changed career path and moved into education. She joined Pymble Ladies' College, an independent girls' school, as a French teacher and then Head of Department and was appointed as Head of the Junior School. Moving back to the UK, Sue was appointed as Headmistress of Wellingborough Prep School, and in January 2019 she moved to Duke of Kent School in Surrey as Head.

[www.dukeofkentschool.org.uk](http://www.dukeofkentschool.org.uk)



Sue Knox



# CHASE GRAMMAR

Chase Grammar School

MICHAEL HARTLAND

## Chase Grammar School - A Study in Collaborative Strategy in Pursuit of a Vision

"The Strategic theme enables you to sort through the clutter and find the best route...Mindful of ... patterns, you play out alternative scenarios, always asking "What if this happened?" ... This recurring question helps you see around the next corner ... You start to make selections ... You strike forward." (from Strengths Finder 2.0, Tom Rath).

This definition by Tom Rath is as good a place as any to start to discuss what strategy is, but in my experience the practical workings of strategy are even more effective when they are collaborative. It's hard to imagine leadership without strategy, but on the other hand without a vision, strategy might be reduced to meaningless activity – so actually the vision of a school is an integral part of its strategy, and hence the title of this article – collaborative strategy in pursuit of a vision. As Stephen Covey says in his influential book *Seven Habits of Highly Effective People* – "Begin with the end in mind."

Leadership teams find themselves inhabiting at least two different time zones simultaneously – the "now" and the "not yet". The future vision must influence the present, otherwise we are merely repeating the status quo, and although that might be a strategy, it will not by itself, produce improvement. No one can tell another what their vision should be – it emerges as we bring all of our experience and imagination to bear on a particular school community, and it emerges in collaboration with others in that community.

As Principal of Chase Grammar School, I have had the pleasure of seeing vision and strategy transform our school community in the last few years. We've changed the school's branding, the target setting policy, intervention strategies, the website, the House System, the Behaviour Policy...actually it would quicker to list what we haven't changed! None of this would have been possible without a vision – or a sequence of visions – which were caught by others, discussed with energy and then translated into a strategic plan of actionable steps.

Our vision has emerged as three connecting areas – academic success, personal development and global citizenship – and I will now explain how vision and collaboration contributed to the development of each.

### Academic Success

Of course every school seeks academic success, but to achieve this requires vision, expertise, strategy and rigour. I knew that we could set our sights higher when I took over as Principal, and I also knew from experience that to achieve improved academic success requires lots of lots of small steps. The strategic challenge was to answer the question – Where to start?

We had the opportunity to add to our leadership team a Head of Achievement. This was a really important strategic move – if you want to develop an area properly, get the right person behind it and focused on it. We were fortunate to be able to employ a very good person, and this was the beginning of huge strides forward.

I won't enumerate every single change we've made but I am particularly proud of where we've got to with target setting and monitoring. Collaboration was at the heart of our success here, and with our new Head of Achievement, we sought out expert advice. What emerged from that was a "Gold / Silver / Bronze" spectrum, with Bronze representing the baseline target as calculated by CAT4 tests. We later discovered that we also needed to indicate performance below Bronze – that became the colour it is in many schools - red!

I've already quoted Stephen Covey, and another one of his seven habits is "First Things First" – a great mantra to have in mind in strategic planning. One of the questions I frequently ask teachers is "What one thing would make the difference to better progress for your students?" The answers are often surprising, affordable and easily achievable. I recommend anyone in school leadership using a similar approach: step back



from the hurly-burly of school life periodically, take a good look at your actual school reality, and ask yourselves– “What would make the difference?”

The SLT position, and the Gold-Silver-Bronze spectrum were the “first things” for us in this particular area, and really everything else is just detail! Of course, we’ve developed this into data sheets that colour code student progress, into parent sheets, into student sheet, and so on. And this year we are looking at “flight paths” to add greater subtlety, especially as our Year 9 students are assessed according to GCSE criteria. The great thing about a clear overall vision is that the strategy can keep on growing, rather like the way a mature tree has a strong, foundational trunk, out of which every year come new branches, leaves and blossoms.

### Personal Development

The vision for the personal development of our students came in the idea of a “passport” – not an unheard of device in schools around the country, but one that has additional resonance for us as we have international boarding students. We came up with nine character qualities – collaboration, creativity, decision making, empathy, global citizenship, integrity, leadership, problem solving, resilience – with the aim that students would set up to three targets for each quality throughout the year, and receive rewards for completing nine targets (Bronze), eighteen (Silver) or twenty seven (Gold).

What’s been particularly interesting about the Passport is the way that an initial vision has led to further strategic developments that were undreamt of at first. When it came to redesigning our website, the creative designers suggested...yes, the Passport as our theme! Great fun was had with students posing in different ways in / out / through a green square on the day of the photo shoot, and we were really pleased with the outcome.

Next came the “giant passport” ...now the backdrop of many a photo of student achievement photos for social media. And our idea was even seized upon by the Department of Education’s review of character education in independent schools!



### Global Citizenship – Student Leadership

One of the areas that I wanted to develop when I became Principal was student leadership. I had a general vision that I wanted broad representation, real responsibility and leadership training, but I needed greater clarity. Once again, collaboration was hugely important. I discovered that a member of staff who had been in charge of student leadership in their own school, and they shared with me how they had used job descriptions and a formal application process.

Additional energy (which we can always benefit from!) came from the Heads of Houses in the school, who also were seeking to develop their “House Captain” offer, and this gave me an opening to get them on-board. Heads of Faculty were also approached, and soon we had an exciting and broad offer to make to students, a clear process for application and appointment, and, once badges were ordered, status symbols too!

Our student leadership programme has been successful but is not perfect. At one point we had four different enrichment

activities being led by older students, under the supervision of staff. At the other end of the spectrum, some of the appointments were not overseen with rigour by staff in charge, and so I’ve modified strategy for 2020-2021 by tightening up responsibility and oversight.

As I’ve tried to set out, vision, strategy and collaboration are all intimately inter-related. I am a great believer in remaining open-minded to unexpected developments that present themselves, so for me strategy is always something flexible to some degree, and always determined by the overall vision.

If you’d like to know more about us as a school do visit our website – [ChaseGrammar.com](http://ChaseGrammar.com) - or my blog – or email me [mh@chasegrammar.com](mailto:mh@chasegrammar.com)



Chase Grammar School is a day and boarding school for students aged 2-19. Michael Hartland has wide experience in leadership, in both independent and maintained schools. He started his career at Warminster School, moved as Head of English to Clayesmore School, Dorset, and then to Sutton High School (GDST). Before starting at Chase Grammar School he was Assistant Head at Wimbledon College.

SHERRYL COUSINS

# Managing the Risk from Covid-19



Hollygirt School (M)



St. Philomena's School (E)

Covid-19 has been the biggest Health and Safety risk that schools have faced in 100 years. Since March schools have demonstrated incredible resilience in the face of the COVID19 pandemic. They have adapted from traditional classroom education to a mix of classroom and remote delivery. On the 2nd July, the Government released guidance on full opening of schools from September 2020. This guidance focused on schools producing a risk assessment for managing the risk from Covid-19.

## Risk Assessment

Apart from the Government guidance requiring schools to carry out a risk assessment. All schools as the "employer" have a duty under the Health and Safety at Work Act 1974 to take all reasonably practicable steps so as to ensure the health, safety and welfare of their staff and anyone else impacted by their operations (this includes pupils and visitors and contractors). There is also the Management of Health and Safety at Work Regulations 1999 regulation 3 that requires the employer to undertake "suitable and sufficient assessments of the risks to the health & safety of employees and other persons, not directly employed, that could be affected by their undertaking". Both these pieces of legislation require the employer to complete a risk assessment to identify what measures need to be in place for managing the risk from Covid-19 and reducing the risk to a low as possible.

## Risk Management

The HSE on their website have guidance on how to complete a risk assessment and many schools may have engaged the services of a Health and Safety consultant to carry out the risk assessment or conducted this themselves. The risk assessments would have been extensive and between 20 to 30-pages. The safety "hierarchy of control" should have been used when considering what can be done to manage the risk. Any mitigation controls devised and implemented must reduce exposure of employees and pupils to the virus.

The risk assessment should cover the following "prevention" and "response to an infection" measures.

### Prevention:

Minimizing contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

- Hand hygiene.
- Good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- Enhanced cleaning, including cleaning frequently touched surfaces often.
- Minimise contact between individuals and maintain social distancing wherever possible.
- Where necessary, wear appropriate personal protective equipment (PPE).

### Response to any infection

- Engage with NHS Test and Trace process
- Manage confirmed cases of coronavirus amongst the school community
- Contain any outbreak by following local protection team advice

Once the risk assessment has been completed it is important to remember that a risk assessment does not control risk. It is the actions of individuals who apply the controls identified by the risk assessment that mitigate the risk.

For example, where the school identifies social distancing as a control measure between pupils and their teachers (secondary schools) if this is not followed by staff or pupils the risk will remain.

So much emphasis would have been on the full opening from September but spending effort on developing and applying controls bespoke to the school's circumstances is a waste of time unless the implementation and performance is monitored over time. The written risk assessment is only the starting point and the successful delivery will be in the continual monitoring of the control measures that the school has identified.



Schools should identify plans for routinely reviewing the effectiveness of the risk assessment controls. It is vital to ensure that these controls are maintained and even improved on as knowledge about the virus, its transmission and its control develops.

### Monitoring Control Measures

This could be as simple as allocating staff at different times of the day for example lesson changeover, breaks and lunches to observe staff and pupil behaviour and check control measures are followed. For example:

- When staff arrive at school early do, they wash or sanitise their hands. Are they keeping apart from colleagues?
- Are pupils hand washing effectively for 20 seconds throughout the day?
- Are staff and students observing social distancing in classrooms, corridors?
- Are staff and pupils using tissues when sneezing and putting them in a bin.
- Are toilets and high contact touch points being cleaned frequently throughout the day using the appropriate cleaning materials?
- Are shared resources quarantined for 72 hours or cleaned between bubbles.

Consider introducing a system of reporting near misses for example weaknesses in the controls.

### Sharing the Risk Assessment (if the school recognises them)

The risk assessment should have been shared with Trade Unions and with all staff (including those not in a trade union) meeting the employer's requirement for legal consultation. Before returning to work staff must be made aware of the hazards and measures in place to control them. For example, if administering first aid changes or new staggered break times etc.

Many schools have developed a staff guide/handbook/operational manual to record all the new arrangements. Staff training (delivered remotely) on the new arrangements will be key to the success of the school's operations. It is important to keep a record of any training delivered when this has been refreshed following changes.

For schools that have over 50 staff, results of the risk assessment should also be published on the school website.

It is so important to get parental support and co-operation with the new school procedures. This could be in the form of a handbook/guide and parental agreement. The agreement could include a commitment to follow government advice and not send their child into school with symptoms, agree to their child taking a test if required and providing the result from any test as part of the NHS Track and Trace system.

### Reviewing the Risk Assessment

This risk assessment will need regular review, initially daily, as things change for example following: -

- Government and public health advice,
- Scientific evidence,
- Specific education guidance updates for example from CLEAPSS, Association of PE
- Case of COVID-19
- Introduction of new activities such as lettings, educational trips, extracurricular activities
- Other change in circumstance.
- Local lockdown

In the Autumn term we will also be moving into the "normal flu" season. Good "respiratory hygiene" and "handwashing" remains a critical control for managing the risk from COVID-19, flu and other infections and therefore should be monitored closely.

### Building Resilience

We really do not know what the future holds in terms of a second spike or wave in COVID-19 cases.

What we do know is that the virus will not go away until there is a vaccine, and this could be many months away. Therefore, schools should be reviewing their business continuity plans and as a guide have a plan A, plan B and plan C in place.

- Plan A – School open fully for all year groups delivering face to face teaching following government measures.
- Plan B – School open with face to face delivery but also remote delivery for individuals or "bubbles" that have to be at home (self isolating, suspected or a confirmed case).
- Plan C – School open for key workers pupils and remote learning as local or national lockdown in place.

The ability to be able to switch between plans will be so important to the successful seamless delivery of education over the coming months.



Sherryl Cousins is a Chartered member of the Institute of Occupational Safety & Health (CMIOSH) and Chartered Environmental Health Practitioner (MCIEH CEnvH) and Director of Cousins Safety Limited that delivers health and safety advice, audits and training services to schools



Huddersfield Grammar School (N)

ANDY BUCK

# School Leadership in Perspective

We seem to love a false dichotomy in education. Whether it be the battle for supremacy between knowledge and skills or the tussle between adopting a zero-tolerance strategy on behaviour versus taking a more child-centred approach, we just don't seem to be able to resist polarising issues in a way that isn't usually helpful. In this article I will argue that we are at risk of creating another false dichotomy when it comes to how we codify effective school leadership.

On the one hand, we have the traditionally popular view, often referred to as transformational leadership, that focuses on the personal qualities and universal leadership skills that underpin a leader's ability to create a powerful vision and inspire others to join them on a shared journey to help create a better future for all the students they serve.

On the other hand, as some are increasingly arguing, what really matters is leadership knowledge and role-specific expertise that ensure leaders are able to take good decisions, embark on effective courses of action and implement them really well. With its strong focus on classroom practice, this approach is often referred to as instructional leadership.

My strong view is that both perspectives are essential for effective school leadership, tailored to suit the context of the school or team.

## Leadership practices

Over ten years ago, Kenneth Leithwood et al (2008) in their seminal work 'Seven strong claims about successful school leadership' included the assertion in their second claim that that 'almost all successful leaders draw on the same repertoire of basic leadership practices'. This year the same team has revisited its work (2019) in the light of more recent research and evidence.

Their second claim has remained unchanged, although there are a number of additions to the list that describes these actions in more detail. These have been particularly influenced by the work of Viviane Robinson et al (2009) which stresses the importance that school leaders 'participate with teachers in their professional learning activities'.

The revised list of leadership practices is set out in Figure One below.

Domains of practice	Specific leadership practices
Set Directions	<ul style="list-style-type: none"> <li>• Build a shared vision**</li> <li>• Identify specific, shared, short-term goals</li> <li>• Create high-performance expectations</li> <li>• Communicate the vision and goals**</li> </ul>
Build Relationships and Develop People	<ul style="list-style-type: none"> <li>• Stimulate growth in the professional capacities of staff</li> <li>• Provide support and demonstrate consideration for individual staff members</li> <li>• Model the school's values and practices**</li> <li>• Build trusting relationships with and among staff, students and parents**</li> <li>• Establish productive working relationships with teacher federation representatives</li> </ul>
Develop the Organization to Support Desired Practices	<ul style="list-style-type: none"> <li>• Build collaborative culture and distribute leadership**</li> <li>• Structure the organization to facilitate collaboration**</li> <li>• Build productive relationships with families and communities**</li> <li>• Connect the school to its wider environment**</li> <li>• Maintain a safe and healthy school environment</li> <li>• Allocate resources in support of the school's vision and goals**</li> </ul>
Improve the Instructional Program	<ul style="list-style-type: none"> <li>• Staff the instructional program**</li> <li>• Provide instructional support</li> <li>• Monitor student learning and school improvement progress**</li> <li>• Buffer staff from distractions to their instructional work</li> </ul>

Figure One: What successful school leaders do  
Leithwood et al (2019)



What is striking about this list of leadership actions is how the four key domains fit with the well-respected organisational leadership model proposed by David Pendleton and Adrian Furnham (2012) in their brilliantly intuitive 'Leadership: all you need to know'. Based on a literature review of over 100 years of key research, they have synthesised leadership into three key domains, each of which overlap to give a total of six areas, as set out in Figure Two below.



Figure Two: Six key areas for leadership action Pendleton and Furnham (2012)

As well as noting how the two domains that relate to (i) direction-setting and (ii) relationship-building are mirrored almost exactly in both models, it's interesting to note that key elements of each also relate to both generic and role specific knowledge and skills. For example, if we examine three of the five most powerful dimensions identified in Viviane Robinson's work (see Figure Three), we can see the importance of leaders knowing how to support teachers to improve their practice, knowing how to create a positive climate for learning and being able to plan and evaluate teaching and curricular effectiveness. These all require in-depth knowledge and expertise about teaching and learning if leaders are to have impact.

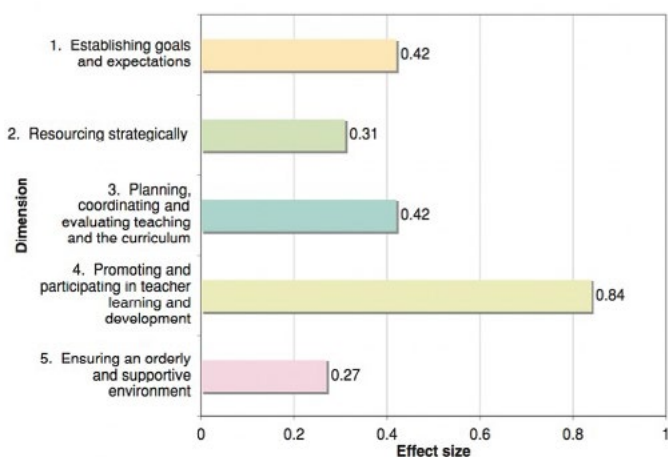


Figure Three: Relative impact of five leadership dimensions on student outcomes Robinson et al (2009)

Equally, there are key elements within both models that relate to more generic leadership actions such as building relationships, planning or creating buy-in. Engaging colleagues is a fundamental part of a leader's role. You can be pursuing a great strategy but will not be having the desired impact if your team don't understand the approach or care about what you are trying to improve.

### Personal qualities

But this is only half the story. In its seventh claim, the Leithwood report also states that 'a small handful of personal traits explains a high proportion of the variation in leadership effectiveness'. In other words, there are some key personal qualities, knowledge and skills that appear to underpin what effective leaders do. These are grouped into three key domains: cognitive resources; social resources and psychological resources and are summarised in Figure Four below.

- |                         |  |
|-------------------------|--|
| Cognitive Resources     | <ul style="list-style-type: none"> <li>• Problem-solving expertise</li> <li>• Domain-specific knowledge</li> <li>• Systems thinking</li> </ul>         |
| Social Resources        | <ul style="list-style-type: none"> <li>• Perceiving emotions</li> <li>• Managing emotions</li> <li>• Acting in emotionally appropriate ways</li> </ul> |
| Psychological Resources | <ul style="list-style-type: none"> <li>• Optimism</li> <li>• Self-efficacy</li> <li>• Resilience</li> <li>• Proactivity</li> </ul>                     |

Figure Four: Personal leadership resources

What is once again striking about this list of personal attributes is how they relate to both expert knowledge such as domain-specific knowledge and problem-solving expertise as well as more generic personal qualities such as resilience, self-efficacy and proactivity. As with leadership actions, it is the powerful combination of both that this evidence suggests leads to the greatest impact of leadership on outcomes for pupils.

### A synthesised model

Drawing both perspectives together, I would like to suggest there are two key realms for school leaders at all levels: (i) role-related leadership knowledge, skills and expertise and (ii) personal qualities and universal leadership skills. As Figure Five illustrates, there is a set of specific leadership knowledge and role-related expertise that a middle leader needs in order to be successful and to have a positive impact. These will be particularly related to classroom practice and teaching and learning. This expertise is represented by the box in the first row in Realm One. As leaders take on more responsibility, there is a cumulative requirement for additional expert knowledge and skill to carry out each role effectively. These are shown by the additional shapes as leaders take on more senior roles. For example, headteachers need specific knowledge in relation to budgetary or HR issues that a middle leader does not require.

But leaders at all levels also need to demonstrate a set of personal qualities and generic leadership skills set out in Realm Two (represented by the grid). As the scale and scope of a leadership role increases (shown by the spheres), unlike with Realm One, there are no new personal qualities or skills. Rather, individual leaders need to apply the very same traits but in a broader context, adapting their approach to suit their wider context or situation.

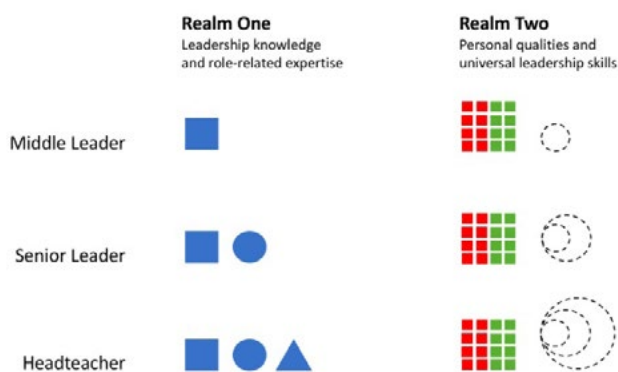


Figure Five: Leadership realms

Typically, leadership development in the UK has tended to focus on the second realm, often at the expense of the former. But this is changing. A number of national organisations are successfully re-visiting the balance between these two realms and giving greater emphasis to the role-specific expertise required for successful school leadership. This is a positive development. But we need to proceed with care. Programmes that shift too far in this direction run the risk of creating a cadre of leaders that know exactly what they want to achieve and have the precise evidence-informed expertise and approaches to get there but nonetheless fail to deliver the outcomes they are seeking. Unless they also continue to pay attention to developing the generic leadership skills and personal qualities of the second realm, they run the risk of being the leader who, rather than creating fellow leaders who lead alongside them, is leading from the front and turns around only to wonder where everyone is.

As Queen Elizabeth II reminds us, 'I know of no single formula for success. But over the years I have observed that some attributes of leadership are universal and are often about finding ways of encouraging people to combine their efforts, their talents, their insights, their enthusiasm and their inspiration to work together.'

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A geography teacher by trade, Andy went on to become a headteacher for thirteen years at two schools in east London. In his second headship, his school was judged outstanding and he was designated a National Leader of Education. In 2009, he was appointed as a director at the National College for School Leadership and in 2012 was made Managing Director at one of the largest academy groups in the UK. Andy has subsequently founded Leadership Matters, a worldwide virtual network of over ten thousand school leaders, which aims to improve the educational outcomes for pupils by supporting great leadership development.

[www.leadershipmatters.org.uk](http://www.leadershipmatters.org.uk)

He has written six books on leadership, including the best-selling 'Leadership Matters'. In 2018, Andy was invited to become a Founding Fellow of the College of Teaching and in 2019 established The StARTed Foundation, which aims to support young talent in the performing arts.



# ISA National Awards 2020

## FINALISTS ANNOUNCED

Thank you to everybody who took the time to enter the awards this year, particularly under the unprecedented circumstances that schools have been facing. Our judges thoroughly enjoy hearing about the remarkable work that takes place across our sector, and this year was no different. The outstanding provision displayed throughout the entries offer a true testament to the talented teachers and pupils that make up our diverse association.

We are delighted to announce this year's finalists with you; ISA's CEO Rudi Elliott Lockhart, said: "Congratulations to all our finalists. In such a challenging year it is inspiring to see so many strong entries across all categories."

We look forward to celebrating with you all at our Awards Ceremony in February, where the winners will be announced. For more information and to book your tickets, please visit [www.isaschools.org.uk/events](http://www.isaschools.org.uk/events)

### In no particular order...

ISA Junior School of the Year Award  
**The Hampshire School, Chelsea, Thorpe Hall School, St Christopher's School, Epsom**

ISA Senior School of the Year Award  
**Wemms Education Centre, Adcote School for Girls, Thorpe Hall School**

ISA Award for Outstanding Sport (Small School)  
**Beech Hall School, Edenhurst Preparatory School, St David's College**

ISA Award for Outstanding Sport (Large School)  
**LVS Ascot, Queen Ethelburga's College, Langley Prep School at Taverham Hall**

ISA Award for Excellence and Innovation in the Performing Arts  
**Heywood Prep School, Polwhele House, Duke of Kent School**

ISA Award for Excellence and Innovation in the Fine Arts  
**Alley Court Preparatory School, Claires Court, MPW College London**

ISA Award for Outstanding Provision for Learning Support  
**Highgate Hill House School, LVS Hassocks, St David's College**

ISA Award for Excellence in Pupil Personal Development  
**St James Senior Boys' School, Springmead School, Cardiff Sixth Form College**

ISA Award for Outstanding Local Community Involvement  
**Langley Prep School at Taverham Hall, Leighton Park School, St Clare's Oxford**

ISA Award for Outstanding International Involvement  
**Essendene Lodge School, North Bridge House Senior School, Scarisbrick Hall School**

ISA Award for Innovation in Pupil Voice  
**The Hampshire School, Chelsea, Ursuline Preparatory School, DLD College London**

ISA Award for Outstanding STEAM Provision  
**Thornton College, St Faith's Prep School, Ditcham Park School**

ISA Award for Sustainability and Environmental Education  
**Boundary Oak School, Kingsley School Bideford**

ISA Marketing Initiative of the Year  
**Caversham Prep School, Ballard School, Claires Court**



See the reactions from our finalists:

#ISAAwards2020

@isaschools

## DATES FOR YOUR DIARY

### A CAPPELLA COMPETITION

Entries Open Now

Deadline: Thursday 19 November 2020

Event: Friday 5 March 2021, Leighton Park School, RG2 7ED

### NATIONAL ART COMPETITION 2020

National Art Finals: Autumn Study Conference,

Thursday 25 & Friday 26 February 2021, The Double Tree

Hotel, Coventry.

With the kind support of



Please check the ISA website and contact the Art Coordinator for your area for deadlines to enter and for the latest updates regarding the regional competitions.

### COMIC STRIP COMPETITION

Entries Open Now

Deadline: Thursday 14 December 2020

### DRAMA COMPETITION

Entries Open Now

Deadline: Thursday 22 January 2021

Event South: Thursday 11 & Friday 12 March TBC, Luckley

House School, RG40 3EU

Event North: TBC

### YOUNG MUSICIAN COMPETITION

Entries Open Now

Deadline: Thursday 12 December 2020

Final: Sunday 24 January 2021, Warwick Art Centre, CV4 7AL

### POETRY COMPETITION

Entries Open Now

Deadline: Thursday 3 December 2020

### PUBLIC SPEAKING AND DEBATING COMPETITION

Entries Open Now

Deadline: Thursday 26 November 2020

Event: TBC

### CHRISTMAS BANNER COMPETITION (EYFS AND PRIMARY ONLY)

Entries Open Now

Deadline: Thursday 26 November 2020

Visit the ISA Arts webpage to submit your entries and to see the full ISA Arts calendar 2020/2021 with more opportunities for your pupils. <https://www.isaschools.org.uk/arts>

We were very pleased to offer many firsts in the last academic year for ISA Arts. The expansion in provision, both live and online, has been very inspiring and we have been able to see more pupils showing their skills and talent across an ever-widening arts programme.

With an unprecedented second part of the year, while schools were closed and the country was in lockdown, we were very impressed to see an increase in arts and creativity activities across ISA Schools.

The ISA Rainbow Gallery and the ISA Freedom Gallery is a good example to view some of the pupils' artwork during lockdown. [www.isaschools.org.uk/arts/isa-art-gallery](http://www.isaschools.org.uk/arts/isa-art-gallery).

ISA Pupils, Teachers and Parents have proven again all the talent at ISA Schools, well done everyone.

## Young Musician Competition 2020

From an initial online round attracting well over a hundred entries, the ISA Young Musician Competition final was held at the Warwick Arts Centre last January with the three age categories, Junior, Middle and Senior crowning their Young Musician winners for 2020. Congratulations to all who took part. You can view the full list of winners on the ISA website and the videos of the winning pieces.



Rosie Gill, Ballard School (LW), winner of the senior category

## Public Speaking and Debating Competition 2020

The first Public Speaking and Debating Competition was a wonderful challenge for pupils to really put their skills and knowledge to the test and celebrate the art of oracy. Thanks to LVS Ascot for kindly hosting the event. You can view the full list of winners on the ISA website.



# Comic Strip Competition

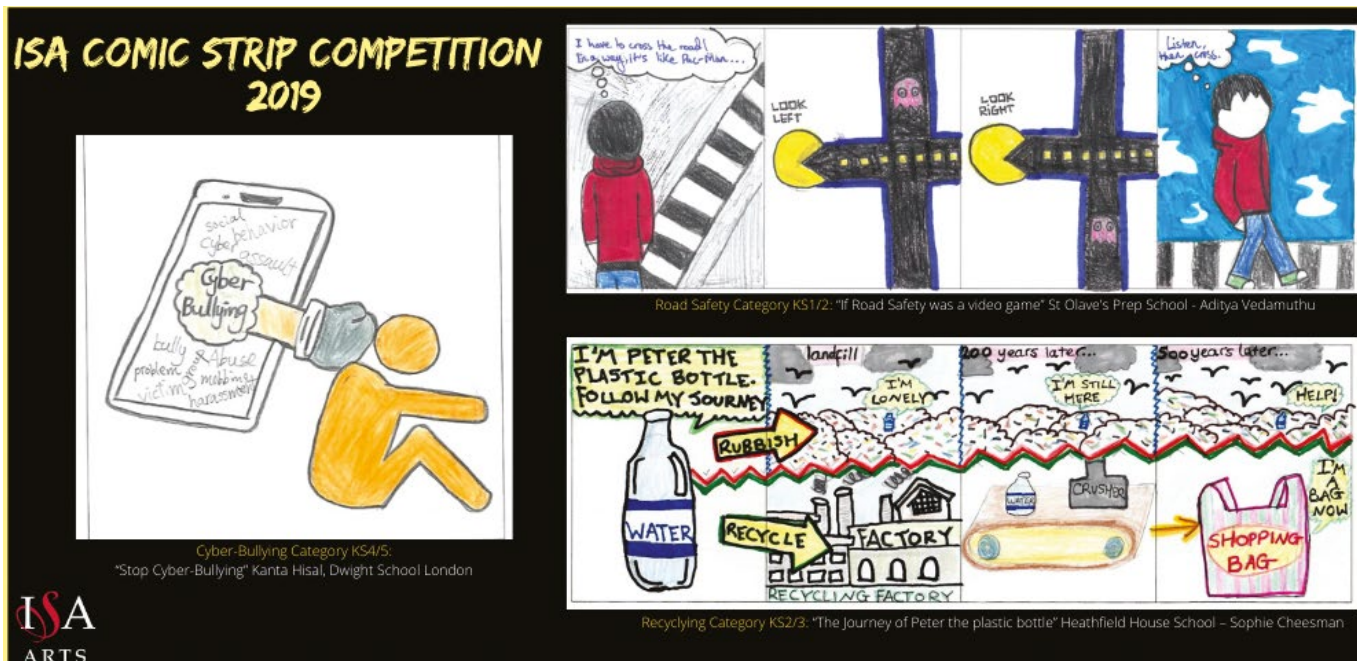
## 2019

Congratulations to our winners for the first ISA Comic Strip Competition; Aditya V St Olave's Prep School (LS), Sophie C The Gregg Preparatory School (LW), Kanta H Dwight School London (LN) You can view the full list of winners on the ISA website.

# Essay Competition 2020

Well done to all the pupils who took part in the competition this year. Despite the circumstances and the impact on schools, pupils have met the challenge and produced brilliant essays. Congratulations to the winners and to everyone who took part.

Visit the ISA website to read to winning piece and see the full list of the results.



# Drama Competition 2020

Congratulations to the winners of the Drama Competition 2020 and to everyone who took part. Thanks to Luckley House School for hosting the event. You can view the full list of winners on the ISA website.

# Shakespeare Monologue Competition 2020

Well done to all the participants and congratulations to the overall winners. You can view the full list of winners on the ISA website and the videos of the winning monologues.



Arts Ed London (LW)

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# Does a parent's right to withhold vaccinations constitute potential child abuse?

BY AMELIA SHARPLES, SCARISBRICK HALL SCHOOL  
OVERALL WINNER OF THE ESSAY COMPETITION 2020 FOR THE SIXTH  
FORM CATEGORY

Vaccinations are defined as the biological preparation against a disease that ultimately achieves immunity. Children are exposed to millions of microbes each day this exposure builds up natural resistance. Immune responses, however, cannot fight diseases alone. Vaccinations, therefore, identify and destroy foreign markers on a pathogen called antigens building immune responses. In the UK, vaccinations are one of the most effective health interventions, yet there is still scepticism.

Herd immunity shields society. This occurs when a significant proportion of individuals are protected against disease via vaccination. Moreover, offering indirect protection to those who aren't vaccinated. On a larger scale, however, herd immunity preserves the future population by preventing the dispersal of illness. Despite this, herd immunity doesn't work for all diseases only those that are spread via human contact. This creates challenges even if others are vaccinated, as a child may come into contact with a communicable illness. The increased susceptibility could cause apprehension, thus, leading parents to consider vaccination whilst boosting herd immunity.

There is a need to protect and preserve public health globally. The correct and appropriate use of vaccination programs leads to solidified preservation of the current and future population. Therefore, conclusively the correct use of vaccination cannot be considered abuse. Equally, practitioners challenge parent's internal biases by providing scientifically credible and relevant information. This empowers a parent to make an informed decision between injection or infection.

Living in the 21st century means discoveries are under the constant scrutiny of the media and vaccinations are no exception. Billions of articles are available online, the information available proves to greatly influence a parent's decision to vaccinate. An example being Dr Andrew Wakefield's research wherein he linked the MMR vaccination to the development of Autism. In addition, individual research is defined by a person's browsing history and tracking cookies. Thus, creating customised information sources through affiliated links and advertisement. Not all information, however, is unbiased and scientific. The media effect influences a parent's ability to rationalise and perceive risk versus the benefits to be disproportionate. Due to this, parent's views of vaccination can be altered by biased documents. The media is an example that vaccines do not only affect our bodies but also our minds.

In contrast, believing what the media orates about vaccinations could be dangerous, causing hesitancy. Hesitancy is an internal cognitive framework. Cognitive frameworks support the frontal lobe in formulating rational decisions. If a decision is not rationalised it could lead to serious consequences. Also, motivated reasoning deflects fear onto a vaccination which can cause hesitancy. Benjamin Franklin a founding father of the USA and person of high intellect can be seen as a victim of his hesitancy. 'I had not given it to him by inoculation. This I mention for the sake of the parents who omit that operation, on the supposition that they should never forgive themselves if a child died under it; my example showing that the regret may be the same either way and that, therefore, the safer should be chosen'. Abuse in simple terms suggests the misuse of something. Thus, poor

use of knowledge regarding vaccinations could lead to life endangerment and potential abuse. Furthermore, most parents place their responsibility and regret onto the vaccination. The action is known as omission bias as it is emotionally easier to place blame onto a vaccination than to personally accept the blame. There is a shift in the practitioner's views surrounding the dangers of philosophical exemption, suggesting it as a form of abuse. Practitioners, therefore, began calling Child Protective Services regarding parents who refuse to vaccinate their children.

When completing vaccination procedures there is more to consider than if a vaccination should simply be administered. It is a question of rights and whose takes superiority. The first possibility of transgression is between the parent and child. Under the Mental Capacity Act 2005, children under the age of 16 cannot consent to their medical treatment. A child must pass Gillick Competency to be deemed capable of making independent decisions.

The conflict arises between a child's right to access vaccinations and a parent's right to make decisions for their child. When there is an opposition between parents, either, can make an application to the court for a 'Specific Issue Order', under the Children's Act 1989. For the dispute to be resolved independent processes are implemented. This protects the rights of the child and determines their best interest. Despite this, parents should recognise their child as an individual and right holder.

The second source of transgression being the parent versus the community. Local authorities have power over how many rights and responsibilities parents have. It is unlawful and unethical, however, to force vaccination upon an individual against their will according to UK legislation.

Alternative debates advocate vaccinations are important to both our individual and societal health. Experts suggest exemptions mean parents avoid vaccinating their children, thereby exposing not only their children to the dangers of serious diseases but other children as well. Still, the benefits far outweigh the negatives suggesting vaccinations require parents to account for their societal responsibility. This neglectful action impacts the wider community. A parent has the right to refuse consent even if a practitioner believes the converse. This engages a parent's right to liberty and autonomy.

Decisions to vaccinate are not solely made by medical and parental expertise. They involve social, ethical and political issues, requiring established, independent and institutionalised principles. In conclusion, risks from failure to vaccinate could expose a child to disease. I believe the consequence could be an act of omission and is neglectful. My opinion is, therefore, if a decision directly impacts the child's wellbeing they should be consulted. I perceive that the failure to acknowledge a child's rights and principles regarding vaccination, therefore, is neglectful, not abusive. Finally, I would reason that within 20 years, to avoid preventable deaths, vaccinations in the UK may become mandatory. Thus, enshrining immunological routines within UK legislation. When enforcing this potential law, courts would be obliged to define specific exemptions.





St. Christopher's School, Epsom

ANNIE THACKRAY, HEADTEACHER OF ST. CHRISTOPHER'S SCHOOL, EPSOM

## The A Cappella Competition, an event for all

As inspirational quotes go, the following, attributed to American author John A. Shedd is one of my favourites; 'A ship is safe in harbour, but that's not what ships are for'. St Christopher's School in Epsom is a small Pre- Prep run by a passionate board of governors who enjoy the sound of a challenge and enthusiastically support everything that I do. Accordingly, when an email popped up from the ISA heralding a brand new initiative in the form of a National A Cappella Competition my first thought was 'why not?' I contacted the ISA HQ to check if there were any age restrictions surrounding this competition and they replied with delight that there were not.

No one who does not subscribe to the 'ship' analogy can work at our exciting little school and so it was of no surprise to me that my Music Teacher quickly consulted the ISA's A Cappella ts and cs and identified a willing band of 6 and 7 year olds from Year 2 alongside a perfect partnership song before the end of the week. Having mastered the intricacies of the part singing connected to the song, my lovely teacher raised the bar again and introduced movement or choreography as suggested in the rules of the contest clearly set out but perhaps with the pre conception of addressing older children? Accordingly just before half term we had a team of Year 2s, now named 'The Mini-uets' who were well rehearsed, ready and raring to go.

On Friday 28th February we arrived at Leighton Park School in Reading with a coach full of delighted children ready to explore just what an A Cappella singing competition really meant. I should imagine we were not alone for a rich selection of age groups who had travelled across the country from as far away as Derby, Shrewsbury and Portsmouth were nervously arriving, keen to hear about the timetable for the day and very excited to meet the judges; Sons of Pitches who had won Gareth Malone's BBC competition The Naked Choir. We were not disappointed.

The event ran smoothly with just the right amount of formality and as our team were announced on to the stage the children stood with courage and confidence and performed their piece; Song of Peace, a partnership song with Dona Nobis

Pachem with style. The audience listened in hushed admiration of the tiny choir who really rose to the occasion. They were followed by a 6th Form group from Derby who performed to our delight 'Can you feel the love tonight?' from the Lion King with exceptional skill. This was followed by so many first class performances which were notable by their variety as well as talent and we enjoyed every single one. A well-deserved lunch break followed and we then returned to the auditorium for an inspirational performance by the brilliant Sons Of Pitches who had the whole audience enchanted.

It was finally time for the results and our little 'Mini-uets' were overjoyed to be awarded a certificate for 'Most Engaging Performance'. Their solos and choreography were also praised and the generous applause seemed to go on for ever. Our children returned to their seats with shining faces and heartily joined in with the applause for the winners of both the Barbershop Choir and the best Ensemble Performance. We gathered our young team together to head back on the coach but not before they had enjoyed a photo opportunity with the Sons Of Pitches and, tired but happy we returned to Epsom knowing that we had been part of something very special.

Next time you read about an ISA competition or opportunity I urge you to apply the ship and harbour analogy. Of course it would have been far less of a risk to pass the chance by in favour of a safer, more familiar and 'age traditional' opportunity but I am so very pleased that we had the courage to go for it. The whole school community have benefitted from this initiative and the children especially will never forget the wonderful day spent with such accomplished competitors.

*A huge thank you to Leighton Park School for hosting the first ISA A Cappella Competition, which took part in February last academic year. Well done to everyone who took part and congratulations to the winners. The list of the results can be found on the ISA website.*

# ISA Sport this year....

ISA Sport has 36 national sporting events, including three that are new to the calendar this year. Make sure your school takes advantage of all the fantastic opportunities available to them throughout the year, including our new Ultimate Frisbee event and festival of golf.

ISA Sport offers an extensive programme of Area and National events for our member schools to participate in throughout the year. ISA Sport has been a key feature of ISA since the Association was founded in 1878 and it is now one of the largest sports programmes offered to Independent schools in the UK.

For many pupils, an ISA sports event is the first time that they get to represent their school or Area. This widens their horizons and provides a greater challenge when compared to their

everyday experiences. Many have been spurred on to perform at a higher level as a result. Yet there is no elitism here – ISA provides sporting opportunities at all levels so that a large number of pupils can enjoy and benefit from them.

ISA Sport believes that experience in extra-curricular activities increases self-esteem and builds fellowship among pupils. Such success supports academic work and both act in tandem to promote high achievement. That is what ISA schools are all about.

Over the course of the academic year of 2020/21, ISA Sport are running many exciting sports events which offer a great range of competitive opportunities for your children. Many events are now accepting entries, so if you are interested, please do go to the sports section of the ISA website and sign up

## DATES FOR YOUR DIARY

### CROSS COUNTRY

U9-U18 (M/F), National Finals  
20 March 2021, Worksop College

### FENCING

U9-U18 (M/F), Open  
27 February 2021, University of Nottingham (TBC)

### FOOTBALL

U14/U16 (M), Open  
26 January 2021, University of Nottingham

U11 (M), National Finals  
26 February 2021, St George's Park

### HOCKEY

U11 (M), Open  
02 February 2021, Lee Valley (Olympic Park)

U13 (M), Open  
04 February 2021, Lee Valley (Olympic Park)

U15 (M/F), Open  
10 February 2021, Lee Valley (Olympic Park)

### NETBALL

U14 (F), Open  
02 March 2021, University of Nottingham

U11 (F), National Finals  
05 March 2021, Rugby School

U16 (F), Open  
09 March 2021, University of Nottingham

U13 (F), National Finals  
10 March 2021, Rugby School

U18 (F), Open  
11 March 2021, University of Nottingham (TBC)

### RUGBY SEVENS

U15 (M), Open  
05 March 2021, Shelford Rugby Club - Cambridge

U18 (M), Open  
10 March 2021, St James Boys' - Ashford

U13/U14 (M), Open  
11 March 2021, St James Boys' - Ashford

### TABLE TENNIS

U11/U13/U15 (M/F), Open  
29 January 2021, University of Nottingham

## National Netball Finals

The final National ISA events of the term, and year due to the COVID-19 pandemic was the Netball tournaments hosted at Rugby School and the University of Nottingham. 60 teams took part in total. The Study Prep School won the Cup in the U11 event after winning all six of their matches. The U13 cup went to Kew House after winning all six of their matches; they beat Scarisbrick Hall Dame in the final by fourteen goals to eight. A huge thank you to all teams, many travelling a long way to take part in the tournament.

ISA's Senior Netball Tournament was hosted at the University of Nottingham. The teams were all extremely competitive and demonstrated an exceptional level of sportsmanship. Credit is due to the PE staff for coaching and developing their teams into fantastic netball players. Congratulations to everyone who took part and a special



mention to Alderley Edge who finished with two Cup wins. Results from the ISA Netball are live on Squad in Touch - see how your area and school got on - <https://www.isaschools.org.uk/sports/isa-sport-national-events/netball>

#	U11	U13	U14	U16
1	The Study Prep	Kew House	AESG	Claires Court
2	AESG	Scarisbrick Hall	Alton	AESG
3	Sherborne House	Claires Court	Red House	121
4	East Anglia	53	78	110
5	London South	69	61	103
6	South West	38	41	72
7	London North	23	32	24





U11 - Bowden Preparatory School for Girls (N)



U11 Cup Winners - The Study Preparatory School (LW)



Worksop College (M)

## #ISA Athlete of the term Competition

The ISA Athlete and Artist of the Term Award is an exciting opportunity for us all to recognise those outstanding achievements being made by your school pupils. We've seen and heard of some wonderful success stories over the last few months, and we would like you to help us celebrate these moments in the future.

### ISA Athlete of the term

WINNER, SUMMER 2020

**Harri B, Bedstone College**

- Harriet joined in with the National 2.6 challenge and set herself 26 challenges to complete whilst in lockdown on behalf of the charity Whizz Kidz.
- Challenges ranged from scooting 26KM, Running 26KM, 26 Summersalts and a wide range of other physical challenges.
- She is a fantastic athlete at school excelling in all the sports she turns her hand to
- With the summer term wiped out she has not let the situation dampen her love of PE and sport.
- She has completed this challenge alongside her PE lessons and the whole school Move in May challenge.



### ISA Athlete of the term

SHORTLISTED SUMMER 2020

**Aaron J, Avon House Preparatory School**

- A Year 5 participant in Cricket, Football, Hockey and Cross Country
- Karate and Kick Boxing are his favourites, requiring extreme dedication.
- Crowned 2020 European Kickboxing Champion in IKF Unified International Kick Boxing tournament
- Crowned British 7-9 over 25kg gold medalist @ British International Karate Championships.
- Good grades at school, positive friendships amongst his peers, excellent attendance levels and all of the above, hats off to you!



### ISA Athlete of the term

SHORTLISTED SUMMER 2020

**Lilia M, Malvern St James**

- An extremely talented Sports Scholar
- Rises to any challenge and has a determination to succeed.
- Represented her county in Tennis, Hockey and Cross Country.
- Demonstrates an outstanding level of fitness and natural skill, combined with a positive attitude, this makes her one of our leading sporting role models.
- Ambitious individual who has set her SMART goals
- Creative, driven and a competitive athlete who has a passion and flair for all sports,
- Demonstrates good teamwork, promising qualities of a leader and excellent work ethic. Her enthusiasm and ability to communicate effectively with others, makes Lilia a prominent figure in all sports.







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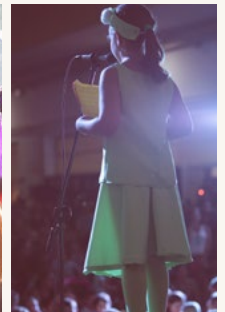
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MALCOLM JOHNSON

# The Lifelong Lessons We Learn from Sport

“The battle of Trafalgar was won on the playing fields of Eton” so the Duke of Wellington (a former pupil) said.

Sport has always been linked to achievement, success and leadership. However, I believe that there is a lot more to it than that.

I write this article whilst we are in the grip of a global pandemic, something we've not seen the like in a lifetime, remote learning has had to develop rapidly and staff are unsure if they will have a job once the furlough system winds up. I can't think of a better example of modelling what it's like to learn something new, and quickly.

The future is uncertain and, as head, the pressure is on to remain a calm and assured influence even when I know no more than my colleagues about if and when life will return to normal, and whether or not we'll have a school as we know it once we do return. I have found I have had to trust my instincts and draw on the experiences I have had in to inform my decisions.

I came from a sports background, which began at school (the local comprehensive, not Eton). Canoeing was my sport and after much dedication and investment of time and energy (and parental finance) I made it to the British Canoeing Team, the ultimate dream being to achieve selection for the Athens Olympic Games in 2004.

What I learnt from my experience has influenced my life ever since, often in ways I did not expect back then. I'd like to share that with you.

In 2004 despite my best efforts I was not selected to represent my country at the Games. It was the end of my world and the biggest failure I'd ever had to face. I didn't find it easy, my career as an athlete was over and so was my funding. My consolation prize, which helped to ease the pain, was being taken out to Athens as a reserve and commentating on the event live for Eurosport Television.

I watched as my teammates progressed through their heats and semi-finals, living every moment of their races and wishing I had been good enough to be out there with them. I watched those unexpected successes and failures which make live sport so fascinating, something many of us are missing in this lockdown period.

Sport is fascinating and always throws up surprises, huge success stories and bitter disappointments. It encompasses all human life, the good, and the bad. The ups and the downs are there, often all in the space of one match/game/event.

Much of what I gained from a life in sport I didn't expect. My experience of what I deemed as an abject failure gave me a growth mindset, a word not yet in the educational lexicon. Name me any champion and I'll show you someone hugely committed to development, evolution and the value of practice. Even if they like to appear effortless, it isn't. That appearance comes from so much practice the body learns to work with that smooth ease which comes when something is done subconsciously.

Through failing to compete I was able to observe and communicate the thrill of racing. Something I've been lucky enough to do via broadcasters ever since 2004. Something I was looking forward to doing in Tokyo. I'll have to wait another year now.

Failure, that word looms large in education nowadays, and I am glad of it, as I see myself as something of an expert. Reflecting on the lessons which can be learnt from it, embracing it in order to move forwards is incredibly liberating and helps individuals and organisations, like schools, to progress.

There is a story behind Ian Wynne's Athens medal, as there's a story behind every Olympic medal won (and quite a few lost). After Ian's semi-final he fell stepping off the coach taking him to the racing venue and badly twisted his ankle. With one day left before the final and in the best form of his life it looked like his chance of glory was over. But Ian looked with his coach at what he could do: using pain killers, those he was allowed to take, and heavy strapping of the ankle. One night's sleep lost would not have too much of a detrimental impact. A complete change of race plan meant Ian would rely less on his leg drive early on and build his pace much more conservatively through the race. He gave it his best in the final, a poor start and a gradual building of pace meant he began, as the 500m race went on, to move through the field. Only over the last couple of metres did he move from 6th place to snatch the bronze medal. A lifetime in a race. All the years of preparation, mental and physical, controlling the controllable, embracing adversity, concentrated into 100 seconds of racing.

This is why schools take part in sport and encourage competition, there is so much to learn from it. The battle of Trafalgar may well have been won on the playing fields of Eton but there is so much more to learn from sport than simply winning. Enjoying physical activity, positive mental well-being, building lifelong friendships, facing our fears are benefits we can all take advantage of. Unfortunately, we can't all win Olympic medals. But through sport we can learn how to best react to adversity, and when under intense pressure (the COVID-19 pandemic being a timely reminder), still deliver and, in turn, enable those around us to do the same. We must reflect upon and learn from our failures as individuals and organisations.

I hope to see some of you on the sports field soon and look forward to the lessons learnt, win lose or draw.

---

Malcolm Johnson is Headteacher at Greenbank Preparatory School.

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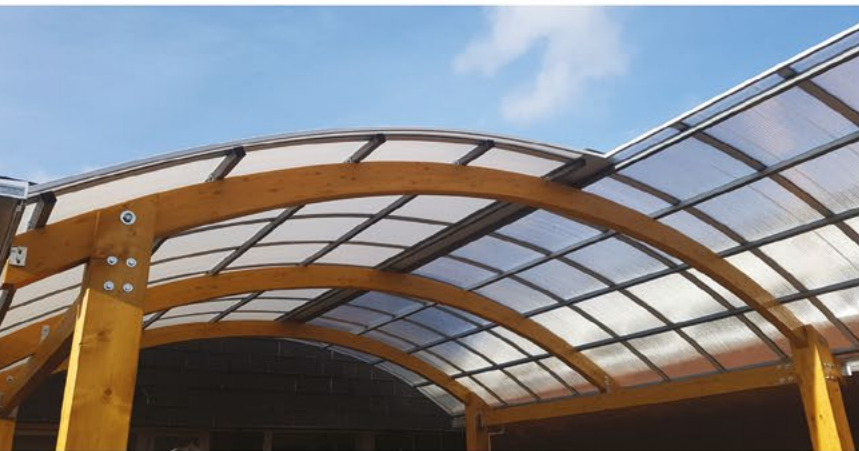
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