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Co-education *or* single sex?



Choice has never been greater in the independent sector, with teachers being able to tailor learning styles for the benefit of boys and girls

The old adage has it that you should educate your sons at co-educational schools and your daughters at all-girls schools. The maths of that obviously doesn't add up if everyone does it, but is there any truth in the saying? And should that be a factor when choosing a school for your children?

There are now relatively few all-boys schools; most now take girls at least in the sixth form, if not all the way through. This has been driven in part by economics: boys' schools found their numbers were dropping so started admitting girls. By comparison, girls-only schools are flourishing. 'In the 21st century, aspirational parents select girls' schools for their daughters because they consider them the best option,' says Charlotte Avery, President of the Girls' Schools Association (GSA). 'It's no longer the case that girls in girls' schools are cloistered away from boys and the world at large. Contemporary life for our students involves routine interaction with other schools - co-educational and single sex - with social events, Facebook, and so on.'

Single-sex schools also appear less prone to harmful gender stereotyping, where sciences are seen as 'male' subjects and the arts as 'female': in a single-sex environment, girls are more likely to take sciences than in co-ed ones, as are boys to opt for arts



'Girls develop emotionally and academically earlier than boys, which can benefit boys in a co-educational school'

subjects. According to a recent Institute of Physics Closing Doors study, cited by Avery of the GSA, 'The majority of co-educational schools are failing to counter whatever external factors drive young people to make gender-weighted choices when picking A level subjects.'

There's also the perception of different learning styles. Boys tend to speak out even when they

don't know the answer, while girls are silent even if they do. Girls write long essays but may not get to the heart of the subject; boys write fewer words but tend to spot the salient points.

Even though all schools now struggle against these historical assumptions, it's often difficult to escape them, says Julia Harrington, a history adviser to and member of the Independent Schools Examinations Board (ISEB), who has taught in co-ed





schools and is now headmistress of an all-girls boarding and day school. 'Girls will still let boys take the lead. They feel bad if they get something wrong in class, but boys are less inhibited. If you have both boys and girls in a class, you talk to the boys, because you have to carry them with you, while the girls will potter on quietly,' she says.

Both sexes need good role models. Gender equality has yet to be achieved, so the continued success of girls' schools suggests they are where parents feel their daughters are more likely to be

choppy hormonal teenage years means students can be encouraged to mature at their own pace without worrying about judgments from the opposite sex. 'Boys have suffered most from the over-sexualisation of teenage years,' believes Alice Phillips, Vice-Chairman of the Independent Schools Council (ISC)

focused by the girls. On the other hand, being

separated in the often

advocates of co-education, one of them Peter Green, headmaster of an independent school that has taught both boys and girls for over 40 years. 'It's just normal,' he says. 'Educating boys and girls together reflects today's society when all of them will go on to work with the opposite sex. We have skilled teachers who spot different learning styles and recognise that all the pupils come with their own hopes, dreams and aspirations. I laugh when I hear that a boys' school has admitted girls and then introduced a textiles course for them. They are at the beginning of a very long journey.'

When choosing a school, it is very much down to the individual, and many experts believe that parents today are lucky in the sheer richness of choice offered by schools in the independent sector. Mike Buchanan, Chair of the Headmasters' and Headmistresses' Conference (HMC), states trenchantly that 'gender is a long way down parents' list of priorities - as it should be. Most parents are looking for a good school, which is convenient for their family and way of life. Thank goodness for diversity.'

It is important to explore all the options. 'Look at the school's ethos, its aims and values, and don't get sucked into gender,' says Alice Phillips.

Although an advocate of single-sex education, Avery agrees. Her advice to parents is: 'Visit as many schools as possible and leave your preconceptions at home.'

'Parents usually say that, once they have established that the school has a sound academic and pastoral care record, it is its feel and

culture that wins them over, rather than whether it is single sex or co-ed. In other words, do the research with your head but, ultimately, make the decision with your heart.'

'A number of UK co-educational schools are turning to single-sex teaching in an effort to improve results'

inspired to achieve their true potential and take leadership roles. Harrington says former pupils of her girls' school are surprised on arrival at university that fellow female undergraduates from co-ed schools are more likely to defer to their male counterparts.

Also, points out Harrington, girls develop earlier than boys, both emotionally and academically. This can benefit boys in a co-ed school, where they are likely to be kept

and headmistress of an all-girls boarding and day school.

Charlotte Avery believes there are advantages in single-sex education for both girls and boys. 'This is borne out,' she says, 'by the fact that teaching in single-sex groups - for girls and boys - is thriving. A number of UK co-educational schools are turning to single-sex teaching in an effort to improve results.' She also cites the statistic that as many as 40 per cent of all member schools of the ISC teach either all girls or all boys between years seven and 11.

A development over the past 20 years or so has been what are known as 'diamond' structure schools, in which girls and boys are educated together at the beginning and end of their education but separately in the middle years. Children remain on the same campus throughout, so different learning styles are accommodated. Nevertheless, pupils grow up side by side, spending morning breaks and lunches together, and sharing extra-curricular activities such as music, drama, clubs and school trips.

There are, however, firm



Co-education on the rise *in independent schools*

Championing the benefits of educating boys and girls together, Cheltenham College is entering a new phase in its 176-year history

The demand for exceptional girls' education within a co-educational environment is on the increase, as reflected in Cheltenham College's recent expansion programme.

College Lawn - the latest girls' day and boarding House at Cheltenham College - will open its doors in September. Cheltenham College first welcomed girls back in the 1980s and numbers have soared ever since, with additional recent new girls' Houses opening in 2013 and 2015.

Headmaster Dr Alex Peterken comments, 'Our provision for girls' places proved so popular that we were again faced with a girls' waiting list. The opening of College Lawn helps satisfy this demand and will be our fifth girls' House. I'm delighted to confirm that this will now bring the ratio of girls to boys at College to almost 50:50.'

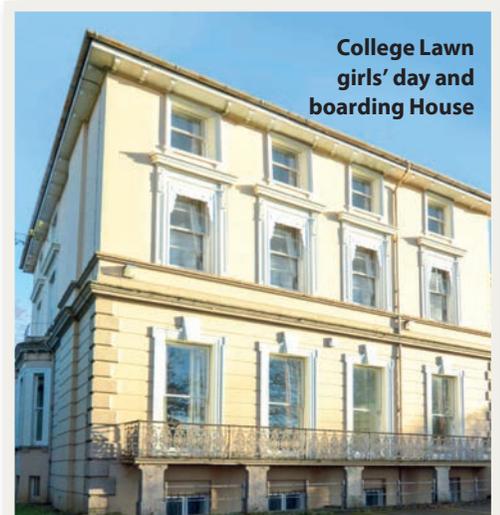
He continues, 'This fully reflects the commitment to our philosophy that co-education is the optimum teaching and learning environment for young men and women today. Co-education promotes equality and respects diversity; it helps boys and girls to achieve academically, and to be prepared for life



Mrs Jo Wintle,
Housemistress at
College Lawn

at university and in the workplace.'

Thus, Cheltenham College purchased two beautiful large Regency houses adjacent to its stunning historic campus close to the centre of Cheltenham. The lady who will welcome girls into College Lawn in September is newly appointed Housemistress Mrs Jo Wintle. She brings a wealth of boarding experience and joins Cheltenham College from Cheltenham Ladies' College where she is Housemistress and teaches English. Prior to this she boarded and taught at Sevenoaks school in Kent. ■



College Lawn
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For more information

Cheltenham College is celebrating the launch of College Lawn with a limited number of Founders' Scholarships. For more information contact the Admissions team on 01242-265680, or email admissions@cheltenhamcollege.org
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A rounded education



It's important pupils have access to as broad a curriculum as possible

Whether you hope your child will study the arts, classics

or sciences at university, the independent sector offers the broadest choice. Its main good fortune, says Barnaby Lenon, Chairman of the Independent Schools Council (ISC), is not to be accountable to the Government's curriculum policy. He suggests that, despite what the Government says, Progress 8 - the measure by which maintained (local authority funded) secondary schools are judged - gives extra weight to key subjects at the expense of others and removes flexibility.

Pressures on the curriculum are a political football, with newspapers happy to bewail, for instance, the loss of subjects such as history of art and archaeology. Lenon is dismissive of these claims. 'History of art has been saved,' he says. 'Archaeology was taken by no more than a hundred pupils, so for that reason it has been scrapped at A level.'

On the whole there is no evidence of a narrowing of the curriculum, with independent schools, which are less affected by policy swings, continuing to offer a broad choice. In recent years, the sciences have strengthened and the numbers taking maths, especially at girls' schools, have grown since 2002, with increasing appreciation of its importance for many jobs. Subjects such as IT and design technology are also evolving: IT is being replaced by more academically challenging computer science, enhancing the understanding of pupils who already have basic computer skills.

Alongside that has come an upturn in



interest in the classics, with the majority of independent senior schools offering Latin through to GCSE and sixth-form diplomas. And in many schools, classical

'Whether pupils pick sciences, arts or classics, they will do well if they have chosen subjects they enjoy'

civilisation and Greek are also available, as examined and non-examined subjects.

Nevertheless, offering subjects such as Latin and Mandarin may be something of a marketing gimmick, warns Neil Roskilly, Chief Executive Officer of the Independent Schools Association (ISA). 'Parents should treat the curriculum with caution,'

he says, 'as more obscure subjects may not be sustainable. In the early years in particular, parents should be looking for as broad a curriculum as possible.'

Roskilly warns against preconceptions. 'Some independent schools teach three separate sciences at GCSE, which can seem attractive. But there is no indication that pupils going on to study science at a higher level do any better than those who have taken the

combined science GCSE. Indeed, the combined science avoids the gender lean of girls towards biology and boys towards physics. It provides a good foundation.'

Peter Green, who is head of a Headmasters' and Headmistresses' Conference (HMC) member school, supports a broad base curriculum of sciences, arts and languages, including the classics. 'That is the foundation of a liberal arts education, which shouldn't just be utilitarian.' He is concerned that Government reforms to A levels, with pupils narrowing down their options again to just three subjects, may eventually have a knock-on effect even in the independent sector, with arts, languages and drama departments suffering as

pupils specialise in the core subjects.

'It would be an appalling situation as pupils need depth and variety, especially facing an uncertain future in which they won't have jobs for life.'

Most schools try to keep their pupils' options open as long as possible, says Lenon of the ISC. 'What parents should be looking at is the numbers of pupils choosing each subject and their results.'

Alice Phillips, the ISC Vice-Chairman, doesn't offer specifically oriented career advice to the pupils at her school: her philosophy is pupils should choose subjects they delight in and are good at. 'Whether pupils pick sciences, arts or classics, they will do well if they have chosen subjects they enjoy.'





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Preparing children for entrance exams



With some children taking Common Pre-Tests at 10, Vanessa Berridge asks how you can help and support them without piling on pressure

The 11-plus and Common Entrance are key moments in a child's life, and it is often difficult for parents to know how best to help them prepare. Parents may feel at sea as their children face hurdle after hurdle, particularly with the recent rise in pre-testing of children as young as 10 for their place at a senior school at 13.

So how do parents know what is required? And how do they encourage and support their children without putting them under undue pressure?

In a way, the process is best started with parents building a strong relationship with the child's primary or prep school, which should start in the earliest years. In fact, when looking for an independent preparatory school you should vet your choices carefully and look at where the pupils are going on to. Then, trust your chosen school's teachers to give your children the academic and emotional support to ensure they move on to a senior school that's right for them. If your children are happy and confident, they are likely to be eager to learn.

Mark Brotherton, Director of Education at the Independent Association of Prep Schools (IAPS), says that parents must not be afraid to open the lines of communication and talk to potential schools.

It should be a partnership between parents and schools, and schools will welcome approaches from parents to help them support children in their applications. Equally, it is reasonable for parents to expect transparency, and to ask the school to be clear about how the school is preparing pupils for



the 11-plus, Pre-Tests and Common Entrance tests.'

Difficulties can arise when parental ambitions are not matched by reality. That's when it's important to listen seriously to the school's head, who will want what is right for your child and is best placed to offer guidance. In most cases, it is part of the school's culture to involve

'Perhaps an unintended consequence of pre-testing is transferring the stress from 13-year-olds to 11-year-olds'

parents in decision-making, and schools will be prepared to help with extra work if a child is borderline but has a realistic chance of coping in an academically selective school. If the intended school is a good fit, the transfer should go smoothly.

The nature of testing is changing in prep schools with the rise of the

Common Pre-Test at 11. 'Whilst Common Entrance still flourishes, there are questions being raised over its *raison d'être*,' says Brotherton. 'Is it an entrance test or a setting tool? Many believe the growth of Common Pre-Tests allows prep schools to establish a skills-based curriculum and focus less on teaching to the Common Entrance test, and this

could be seen as a positive outcome. Perhaps an unintended consequence will be transferring the testing stress from 13-year-olds to 11-year-olds, and schools will need to manage this sensitively.'

Children may be applying to four or five schools and will be facing a range of tests. Many senior





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schools still set their own entrance papers and are likely to examine maths and English. These schools won't necessarily supply previous papers, as they want to be able to tweak their entrance exams to prevent them becoming too predictable. Even if you can't get hold of past papers, you can still get a good idea of the entrance process and requirements on a school's website.

Many schools, however, use standard Pre-Common and Common Entrance tests produced by the Independent Schools Examinations Board (ISEB); these are available to buy from publisher Galore Park (www.galorepark.co.uk). Guidance about the tests and entrance requirements is published on the ISEB's website (www.iseb.co.uk).

Above all, as a parent, you need to ensure your child's life continues to be interesting and diverse. Don't talk about 'when you get to such and such a school', encouraging the child to believe they will have failed if they don't get in.

'The mistake some parents make,' says Barnaby Lenon, Chairman of the Independent Schools Council (ISC), 'is to think the choice of school is a life-defining moment. The good news is they are wrong. There can be disappointment if a child fails after cramming, but to bump along the bottom in the wrong school is much worse. Children stand just as good a chance of getting excellent results and going to the university of their choice in a middle-ranking school. What matters is the added value.'

To tutor or not to tutor

The use of private tutors is rising, with some tutors commanding top hourly rates from parents desperate to ensure their children achieve places at their chosen schools.

Neil Roskilly, Chief Executive of the Independent Schools Association (ISA), is highly suspicious of what he sees as a worrying trend, on a number of counts. 'For a start, it's a completely unregulated industry in which many agencies don't provide any training,' he says. 'As a parent, you often know very little about the tutor's qualifications, and there are also health and safety issues. Parents are allowing tutors into the house to be alone with their children



in a way that would not now be permitted in schools.'

The very fact of having a tutor can put extra pressure on an already anxious child, particularly if it comes at the expense of sport and other leisure interests. 'It can seem as if the classes outside are as

I discovered well into term that children were being tutored. It's often the case that shared strategies can be put in place between school and tutor.'

Parents need to exercise caution when appointing a tutor, but there are tutoring organisations that

'Parents sometimes throw money at a perceived problem rather than talking to the school'

important as those in school,' adds Roskilly, 'and the children may be desperate just to keep their parents happy. Parents are often very busy, but sometimes they are throwing money at a perceived problem rather than talking to the school.'

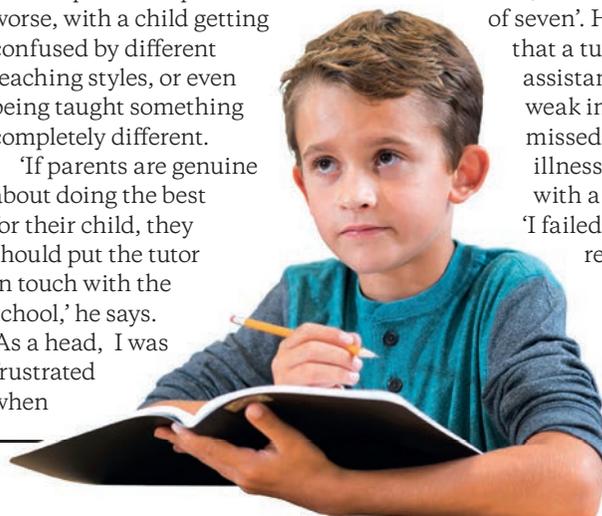
Brotherton of the IAPS is not a fan of tutoring, believing that parents should have faith in their chosen school to develop their child's potential. He is also concerned that tutoring may make a perceived problem worse, with a child getting confused by different teaching styles, or even being taught something completely different.

'If parents are genuine about doing the best for their child, they should put the tutor in touch with the school,' he says. 'As a head, I was frustrated when

provide excellent tuition by trained teachers and answer many of the schools' criticisms. Just make sure you take up detailed references for any tutor or agency that you are considering using.

Roskilly concedes that tutoring can work if it feeds an interest that the school doesn't meet, such as learning an unusual foreign language, just as children learn musical instruments out of school.

Lenon of the ISC doesn't dismiss tutoring completely, although it is, he believes, 'ridiculous at the age of seven'. He is of the opinion that a tutor can be of assistance if a child is weak in one subject, has missed school through illness or has a problem with a particular teacher. 'I failed French O level,' he remembers, 'then I had an Oxford offer conditional on French. A tutor saved my life.'





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The sixth-form debate

The choices for education from 16 onwards can be baffling - here are the pros and cons to consider



The philosopher AC Grayling believes passionately in the International Baccalaureate.

Speaking at last October's Cheltenham Festival of Literature, the Master of the New College of the Humanities applauded the element of philosophy in the Theory of Knowledge presentation and paper, an intrinsic part of the diploma, and its breadth. Yet the IB has failed to gain real traction across the country as a whole and is still taught only in a minority of schools. With the advent of the new A* grade at A level, some leading schools, previously messianic in their support for the IB, are pulling back from just running the diploma to offer A levels as well. Parents glad of renewed choice may, however, find that the fees will increase as running two systems is expensive as well as being a timetabling headache.

A few years ago, a handful of highly academic schools adopted the Cambridge Pre-U diploma, which was intended as a return to the more rigorous and linear style of A levels 40 years ago. This has achieved far less penetration than the IB, and Alice Phillips, Vice Chairman of the Independent Schools Council (ISC), suggests that the Pre-U 'will die with the new reformed A levels. They are more linear, so the Pre-U loses its unique selling point.'



When you're choosing a school for your child at 11 or 13, the sixth-form diploma that's taught is probably not one of the first things you think about, not least because the syllabus, diploma and marking systems may all have changed by the time the child reaches the Lower Sixth. 'The best thing is to have choice,' says Barnaby Lenon, Chairman of the ISC. 'But the reality is that 90 per cent of children won't have that choice. But that shouldn't cause parents much anxiety.'

In all but a few cases, particularly

'It is the skills, attitudes and behaviour you learn at school that are going to count when you're 25 or 30'

for those parents looking to move their children at 16, the choice will be between schools teaching A levels and those teaching the International Baccalaureate, with some offering both. Both systems have their strengths, although until the first results of the new reformed A levels are published this August, it will be hard to assess exactly how they are working.

The breadth of IB has been its chief attraction, with students required to take six subjects, three at a higher level and three at standard level, with maths, English, a science, a language and a humanity compulsory. In addition, students do the Theory of Knowledge (TOK) presentation mentioned earlier, follow programmes of creativity, activity and service (CAS), and write an

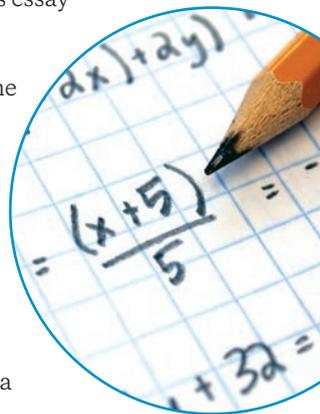
extended essay on a subject of their choice. This represents few marks, but is a good preparation for individual study at university.

Some schools teaching A levels have now introduced CAS, TOK, and the EPQ or Extended Project Qualification, narrowing the gap between A levels and IB. The EPQ doesn't have to be an essay, as the student can produce another kind of project. 'This allows students who aren't essay-writers to excel,' says

Mike Buchanan, Chair of the Headmasters' and Headmistresses' Conference, 'and it gives essay-writers a chance to do something different.'

Alice Phillips liked the opportunities pupils had before the reforms of being able to do four or five subjects at AS level first. But she also believes the IB may disadvantage students ready to specialise, particularly scientists as the diploma has a humanities bias.

But, says Buchanan, these diplomas are all stepping stones, mechanisms by which students are moved on to the next stage. 'It is the skills, attitudes and behaviour that you learn at school, not the exams you take, that are going to count when you're 25 or 30. A good school offers an excellent education regardless of diploma.'



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Preparation for life



What should you look for in an independent school? Activities that teach life skills are as important as exam results, says Vanessa Berridge

It is hard not to be fascinated by the league tables and drawn into spotting which school is up and which is down each year. Good exam results are, of course, essential, but choosing an independent education will give your child much more than a string of A*s or 40-plus points at International Baccalaureate. Indeed, Alice Phillips, Vice-Chairman of the Independent Schools Council (ISC), advocates that parents should look at the destination of the leavers rather than at league tables. 'A pupil might get to a Cambridge college with one A* and two As at A level,' she says, 'but on the league table that won't look as good.'

'Independent schools fare better with university admission,' says Neil Roskilly, Chief Executive of the Independent Schools Association (ISA). 'These schools have high aspirations and are likely to have people in the careers department who visit universities and know admissions tutors personally. They are able to point their students to the appropriate courses and universities. There is a high level of care, commitment and detail.'

Equally, if not more important, is the development of personal qualities such as resilience, teamwork, self-presentation and the ability to relate to other people. Psychometric research for the ISC shows that 'pupils at ISC independent schools have good attainment, well-being and behaviour, and are

more resilient, better at dealing with setbacks and more open to learning as a result'. These life skills are attained through academic and extra-curricular activities in independent schools. Preparing students to lead constructive lives and face future challenges with confidence is as crucial as teaching them to pass exams.

So, when choosing a school for your child, by all means study the exam results and the destinations of the leavers, but also investigate the

'Preparing students to lead constructive lives is as crucial as teaching them to pass exams'

extra-curricular activities, not just how many of them there are but how many pupils are doing them. 'Great schools are about broadening experience,' says Phillips. 'Pupils need an awareness of other things, so look at the sports, music, art and drama offered by the school. Are they equally weighted?'

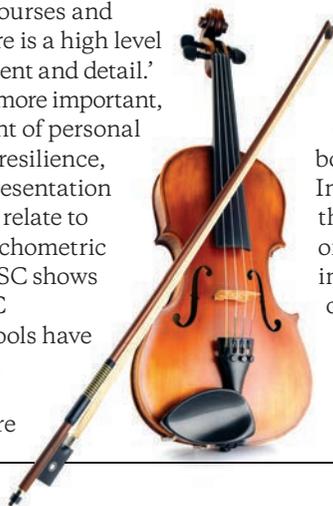
Roskilly agrees. 'There should be lots of wraparound activities, with sports and lunchtime clubs being a normal part of each day, rather than bolt-on optional extras.' Investigate, too, he suggests, the outdoor education offered. Camping trips, for instance, can take children out of their comfort zone, while giving them challenging experiences within a safe space. Boarding allows more

time for a wider range of activities, but a good day school should also devote at least a two afternoons a week to non-academic pursuits to help pupils learn about life-work balance at an early age.

It is in these 'soft' skills that independent schools excel, says Roskilly. 'Small classes mean teaching is less didactic, encouraging pupil engagement. There are also lessons now in well-being to help young people understand their emotions and thought processes.'

Building teamwork and leadership is part of any school's brief. This is helped by encouraging children to take on management roles by setting up and leading societies, becoming prefects and, in boarding schools, taking responsibility within their houses. Many schools now have leadership training courses for sixth-formers.

Barnaby Lenon, a former head and current Chairman of the ISC, believes students' personal qualities are ultimately going to matter more than their exam results. 'I spent 35 years as a teacher, and some of my most successful pupils were academically disastrous.' Independent schools, he says, are reacting against the excessive focus on exams and are concerned with their pupils' mental health. 'Schools are thinking hard about improving pupils' well-being and preparing them for life, not just for university.'



Is boarding a good idea?

When both parents work long hours, more flexible arrangements such as weekly boarding can be the ideal solution



The latest 2016 Independent Schools Council (ISC) census indicates that the percentage of pupils boarding has remained fairly constant for the past 15 years. There are some 70,000 boarding pupils at ISC schools, making up around 14 per cent of total pupil numbers. Only three per cent of these schools are exclusively boarding, although 38 per cent of all ISC schools cater for boarding pupils. These figures suggest that there is a small but definite market for boarding.

children more confidence and a greater range of life skills than a nine-to-four education, as they are thrown into a community of different ages. They learn to live side-by-side with others, a useful skill for their social and professional lives in adulthood. Pupils also develop lifelong friendships.

Very few parents now opt for full boarding, although that may offer stability if there has been divorce or bereavement, or if parents are overseas or travelling a great deal.

Mike Buchanan, Chair of the Headmasters' and Headmistresses'

academic advisory boards of the Independent Schools Examinations Board (ISEB) and headmistress of a girls' boarding and day school, agrees. 'Boarding now is about adapting to 21st-century lifestyles, rather than locking pupils away until Christmas,' she says. Flexi- or weekly boarding assists with this, particularly in a school that also takes day pupils.

This may be an ideal solution where both parents work long hours during the week. Schools will engage with their pupils on extra-curricular activities during the week, freeing up the weekends for children to enjoy family time. The day pupils can also benefit from a school where boarding sets the tone and gives them access to activities in the evenings and at weekends. If parents are late to pick up their children, they can even be swept up into the programme laid on for the boarders.

'Boarding now is about adapting to 21st-century lifestyles, rather than locking pupils away until Christmas'

'Modern British boarding is a world away from the traditional image of draughty dormitories, cold showers and bad food,' says Robin Fletcher, Chief Executive of the Boarding Schools' Association (BSA). 'Today boarding is about great pastoral care, lovely boarding houses or bedsits and plenty of healthy food. Every year, students come from more than 100 other countries to British boarding schools, making them diverse and multicultural.'

Boarding can give

Conference (HMC), warns parents against sending a child to board just because the mother and father are struggling to tackle difficulties at home. 'Many parents are hugely busy, worried about their own work, and don't know what they are supposed to be doing, especially in the teenage years.' The HMC's April conference will be looking at how to support parents during these challenging times. 'If parents are open with the school, mechanisms can be put in place to resolve issues, but not if these problems are hidden. Communication is vital.'

Boarding for younger pupils continues to thrive. 'These schools can help children grow in a supportive environment, surrounded by friendship and fun,' says Fletcher. 'Many have rolling acres for children to run around in and even pets for them to look after.'

Julia Harrington, member of the

USEFUL CONTACTS

Boarding Schools' Association

◆ 020-7798 1580, boarding.org.uk

Girls' Schools Association

◆ 0116-254 1619, gsa.uk.com

The Headmasters' and Headmistresses' Conference

◆ 01858-469059, hmc.org.uk

Independent Association of Prep Schools

◆ 01926-887833, iaps.uk

Independent Schools Association

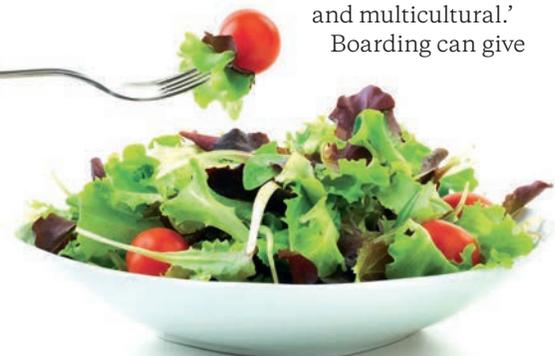
◆ 01799-523619, isaschools.org.uk

Independent Schools Council

◆ 020-7766 7070, isc.co.uk

Independent Schools Examinations Board

◆ 01425-470555, iseb.co.uk



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Cheltenham College, Gloucestershire
 ♦ 01242-265680, www.cheltenhamcollege.org/collegelawn

Christ Church Cathedral School, Oxford
 ♦ 01865 242561, www.cccs.org.uk

Cranleigh School, Surrey
 ♦ 01483-273666, www.cranleigh.org

Cranleigh Prep School, Surrey
 ♦ 01483-542051, www.cranprep.org

D'Overbroeck's, Oxford
 ♦ 01865-310000,
www.doverbroecks.com

Dyslexia School Search
 ♦ 01728-687964,
www.dyslexiaschoolsearch.com

Farringtons School, Kent
 ♦ 020-8467 0256,
www.farringtons.org.uk

Forest School, London
 ♦ 020-8520 1744, www.forest.org.uk

Lancing College, West Sussex
 ♦ 01273-465805,
www.lancingcollege.co.uk

Marlborough College, Wiltshire
 ♦ 01672-892388,
www.summerschool.co.uk

Monkton Combe School, Bath
 ♦ 01225-721133,
www.monktoncombeschool.com

Moon Hall College, Reigate
 ♦ 01306-611372,
www.moonhallcollege.co.uk

Moon Hall School, Dorking
 ♦ 01306-731464,
www.moonhallschool.co.uk

North Bridge House, London
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