

CANVAS

SCHOOLS EDITION
SUMMER 2017

BY Saxton Bampfylde



**AN INSPECTION OF THE SCHOOLS
SECTOR FOR THE 21ST CENTURY**

WELCOME

Welcome to the Schools Summer 2017 edition of CANVAS, the insights update from Saxton Bampfylde. Our aim is to share interesting thoughts and perspectives on topics and issues that are relevant and current in your sector.

We very much welcome any thoughts, comments, or inputs you would like to share.

We hope that you enjoy CANVAS.

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EDITION OVERVIEW



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We live in a world today where regulation and compliance are very much part of the everyday language and function of most sectors. Many, if not all, understand that it is part of the very fabric of their day to day operation. Despite some protestations about too much 'red tape', there is recognition (for the most part) that this increased focus on regulation is ultimately there to protect, enhance and ensure quality across the board.

However, to embrace regulation or compliance and work effectively with it is not just about accepting it as a given or a tick box exercise. The true benefits

and importance are recognised in the opportunity it brings – the ability to review, analyse and assess in a clearer and more defined way.

Christine Ryan knows more about this than most. As Chief Inspector of the Independent Schools Inspectorate (ISI) for the past 11 years, she has seen a major shift in the sector and believes that this has ultimately brought a positive outcome for teachers, pupils, parents and governors alike. We talk to her in depth about her time at the ISI and how she believes the sector has, will and must evolve. **Q**



INTERVIEW WITH

CHRISTINE RYAN

**FORMER CHIEF INSPECTOR, INDEPENDENT
SCHOOLS INSPECTORATE**



Photography by Gemma Turnbull

Christine Ryan who, until April 2017, was the Chief Inspector and CEO of the Independent Schools Inspectorate (ISI), the largest independent inspectorate in the UK and the agency responsible for the inspection of more than 1250 independent primary and secondary schools, educating more than half a million children. We talk to Christine in depth about her time at the ISI and how she believes the sector has, will and must evolve.

Is the UK independent schools' sector becoming too focused on regulation and compliance and too little on learning and developing young people?

I don't believe that schools are becoming too focused on regulation and compliance. What has been happening in the past decade or so, is a more conscious engagement with the subject, but this has most definitely not replaced or reduced a focus on teaching and the development of young people.

For some schools within the independent sector, and for that matter some maintained or state schools, a greater focus on regulation and compliance meant a more considerable shift in thinking and approach than for others.

These days it is very much part of the school fabric, with all processes and protocols in place, it is now one cog (an important one of course) within the larger school machine. For the majority of schools, regulation has become part of the general housekeeping and is one element of the approach towards the overall goal of educating and developing children.

Nobody would deny that safeguarding pupils and teachers is paramount. Which areas of compliance do you believe are the most effective to achieve a safe learning environment?

This is a much broader topic than it might first appear. Traditional safeguarding, as we might have called it, has developed so much, particularly in the world of increased digital access. The more 'typical' bullying and social exclusion now exists alongside issues such as sexting or cyber bullying, for example.

With any type of safeguarding it really does depend on the school's starting point and what the overall approach is from each organisation. I do believe, as a fundamental starting point, that regulation is the critical first step in raising awareness to the most effective ways of safeguarding pupils.

The most successful examples are where it is applied on a risk-assessed basis. Defining a fixed set of guidelines, which is great for getting people and organisations up to a minimum level, doesn't take into account the complexity of certain schools and so makes the flexible risk-based approach even more important.

Safeguarding checks on staff and volunteers are an absolute must, alongside a suite of policies and processes in each school. However, it is how this regulation is applied that can be key. There is not really a 'one size fits all' approach. Each school is different. What might work best in a day school in an urban area, may be less effective in a boarding school in a remote location.

“Too heavy a reliance on regulation alone can create too much of a reassurance or illusion that nothing can go wrong.”

I would however stress, that too heavy a reliance on regulation alone can create too much of a reassurance or illusion that nothing can go wrong. Compliance with a regulation is only as good as the moment it is looked at. What we need to remember is that we are all dealing with human beings, who cannot be completely regulated or guaranteed compliant all of the time.

The best protection of all is an active approach to compliance issues. Assessing risk according to context and circumstance

“Being prepared to think imaginatively and creatively, and with a sense of urgency, is so important.”

and maintaining high levels of awareness from staff, pupils and parents is the optimum way to ensure safeguarding.

Will there be greater responsibility placed on senior leadership in the future to ensure that governance is appropriately managed and delivered within schools?

I think so. I think it has always been there but not always been front and centre, but the world has moved on. People do expect compliance with law and regulation in all walks of life.

It is, as ever, with the leaders where the buck stops. Implementation of good governance arrangements is happening right across the sector. School leaders are doing what is required of them, not just in policy, but in practice. They absolutely recognise the importance of good governance within their schools and most have put the right systems and processes in place to ensure this and keep a keen oversight in this area.

Do we need to be thinking more creatively about the candidate pool for governors, trustees or senior leadership as the reality of greater challenges and expectations for the role increases?

I definitely believe we need to think more

creatively. I know from my interaction with governors over the years that they were much less aware of what was required of them within regulation and compliance. It might not always have been so obvious the level of responsibility and authority that they held. This was an historical issue and a reflection of the fact that the pivotal role of governance hasn't always been as prominent as it is now.

Traditionally the perceived view was that governors were primarily guardians of finances and resources. The commitment to education, regulation and compliance was often seen as the responsibility of the staff in the school. This was even the view despite the fact that most regulation names trustees and governors as proprietors, and therefore responsible, for the schools.

However, this outlook is shifting considerably. There is much greater awareness of the role than there was in the past. There is also more responsibility in terms of regulation as this area has increased over the years.

Schools are definitely thinking more about those being approached for governor roles. They are looking for a range of expertise, modern skills and an understanding of commercial business practice in many cases. However, what they also need are

those who can commit time to the role. New demands on governors can create challenges for the candidate pool. This is an issue which can be magnified even more for schools based in remote or challenged areas where the number of candidates may be small.

I believe that quite simply the governor role is not sold positively enough. It brings huge benefits to individuals as well as schools; the chance to develop children and young people, enhance a local community or area, not to mention the business skills being learned through committee or board experience. Some companies across the UK are starting to directly encourage staff to get involved as governors or trustees in schools as they see the benefits it brings to their businesses. This is also encouraging a greater mix of younger and older representation on governing bodies which I believe works very well.

What will the new inspection framework mean for the independent sector? How will this benefit pupils, parents and teaching staff? What challenges does it face?

For me, the new framework represents an essential shift. It is the product of extensive consultation, bringing objective inspection squarely into the 21st century.

Since 2000 there has not been a considerable review of the system, and in that time the world has changed radically, and particularly for schools, young people and their parents. With easy access to data and constant communication on an unprecedented scale, it was absolutely necessary to review inspection. We have also gone from having a handful of regulations to over 400 areas of compliance, shifting the balance of inspection activity, so inspections these days are very different from what they were.

‘I believe quite simply the role of governor is not sold positively enough’



Photography by Gemma Turnbull

“Knowledge whether we like it or not is now commoditised on the internet. That is the basic currency of schools and educational establishments.”

Schools in general, but particularly in the independent sector, have a much more mature and sophisticated approach to compliance than they had when routine inspection was first introduced. It was therefore important with the framework that we didn't just tinker around the edges and paid heed to this change.

We have refocused our thinking to look more squarely at the outcomes for the child. Fundamentally that is what we are all interested in. We have not hugely changed our techniques, but the focus is much more on the impact of the various aspects of school life on the outcomes for their pupils. Providing

the evidence to help schools to actively address development areas and build on strengths.

There was a need to highlight that compliance was now part of the housekeeping. Parents, teachers and governing bodies need to be confident and comfortable that housekeeping is being taken care of. It needs to be as simple as 'yes, you comply' or 'no, you don't'. There isn't a need for a quality scale for this, it needs to be upfront and explicit. Either you have a licence to operate or you do not.

Beyond the compliance element, there is a much greater focus on areas of school life and how schools are delivering in these areas.

This is what parents concentrate on more strongly. The hard data of performance and achievement as well as the softer data on personal development demonstrates how pupils are getting a broad and balanced education.

Educational quality is the key element of the framework. Remembering that the fundamentals of what goes on in schools has not changed so much, it is more about how we evaluate the different aspects of what schools do. We have taken a step back to look at how each of the aspects contributes to the overall outcomes for the pupils.

Within educational quality there are two key areas – achievement and personal development. Achievement is measured in exam and test results; music, sport, and other skills for example. Personal development is much more about how individuals are being educated to make them good members of society, building confidence, able and equipped to progress in life to their areas of interest, and maximise their potential in wider society, making a positive and productive

impact to enhance the quality of their lives. One of the keys to success in the independent sector is that its institutions do not necessarily follow the same methods and structures which are applied in the maintained sector. They are able to have the freedom to teach in the way that works specifically for their students.

We believe that this new framework will recognise this individuality and provide a different, characteristic and tangible picture of each school.

Are secondary and higher education environments working as well together as they could be to support young people as they transition through? Should this be made a priority under the Higher Education and Research bill?

I do think realistically this is less of an issue in the independent sector. However, it does require broader thinking about what the Higher Education sector looks like today. Many pupils, more so even than parents and sometimes teachers, have a greater awareness of alternatives open to them, which might make them think twice about going straight to university from school.

The business sector is spending more money on interacting with 18 year olds than at any point in recent history. The desire for graduates is not the sole focus any more.

Pupils are leading the way here. They are very savvy. Schools and the Higher Education sector need to be much more alive to this issue. It does present great opportunities across many sectors, but also challenges the thinking of secondary and higher education institutions to consider what good really looks like and what young people's expectations of quality are.

Should there be greater interaction between the Independent and State school networks in the UK? If yes, what in your view are the best ways to do this?

In all honesty, I am not sure that anybody really knows what the level of interaction actually is. There is not enough reliable evidence or analysis to know whether there is enough, or whatever enough might be. In many areas schools work together as part of the wider community (independent and maintained schools together). Many voluntary initiatives are underway, with clear signs of benefits to those involved, but as in all communities and organisations, some are more isolationist and less willing to participate

together than others. It is an area that requires careful thought, and a need to tread lightly. It absolutely should not be done without real and proper evidence that regulated intervention is needed and a clear outline of what it wants to achieve.

Are there other countries whose education systems you admire, and why? Should we be borrowing ideas from others, or do we offer a preferable model in how we deliver education?

I have looked at many education systems not just over time, but across the globe. I would say we should always be alert to ideas, no matter where they are coming from. I have had cause to rethink things at times based on what I have seen going on in other countries.

However, what is very clear to me is that you have to be extremely mindful about cultural context, and that includes of course historical background for how and where each country

Knowledge, whether we like it or not, is now commoditised on the internet. That is the basic currency of schools and educational establishments. We are already seeing the introduction of virtual schools, and I am in the process of designing an inspection model for this type of organisation. That is a phenomenon which is minute at the moment, but is likely to become much more of a feature. Even if not in the UK yet, certainly in other countries.

Technological change and the multi-faceted way it will impact on schools and on education policy brings huge opportunities, but it also brings real challenges. Obvious ones are data protection and preserving intellectual property. The policy and practice of the best schools will be available and visible to anyone who wants it. This will mean that the boundaries between what distinguishes the best schools in UK, for example, will become increasingly blurred as time goes on.

“Governance is now being increasingly recognised as an active process”

is in its development and expectations of universal education. I have seen some big errors where certain countries have adopted external models that have been seen to work successfully without sufficient consideration of the different environment. It can lead to a lot of wasted time and effort. My thoughts are that we should always look outside of our own boundaries, be mindful of cultural context, do a clear, evidence-based evaluation and be sure about the criticalities of success.

What are the two biggest challenges for the schools' sector as it moves forward in the next 5-10 years? What are the two biggest opportunities or positive changes set to take place in the next 5-10 years?

To me the challenges and opportunities are not separate; they are two sides of the same coin. What really stands out for me is technological change. This will mean increased globalisation of the currency of education, knowledge in other words. Whilst this is not new, it is the scale of what is available and the ability to access it quickly that is most significant.

Therefore, the pressure on educational policy and the speed at which it changes is going to be something that needs careful thought by our own government and others. The speed of development requires mechanisms of government and educational institutions to keep up.

Governments will need to ensure decision making processes are able to cope with that. Approaches that assume certain types of structures or organisational arrangements, need to be reviewed. In a rapidly changing world, policy making can appear too slow and relate to some elements that may just not apply going forwards.

Virtual reality, for example, is already used effectively in specialist professional training and is going to become a much more obvious feature in everyday life. That presents its own learning challenges and opportunities that the best schools are going to want to embrace.

We will also need to respond to a growing pressure for the role of education and schools in stimulating and supporting social mobility.

This is not just a UK phenomenon, but the UK will feel it internally from its own pressures, and externally from the globalisation of education.

By social mobility I am not just talking about the 'recognised groups' but also whichever section of the population is disenfranchised from the opportunities presented by education. It can occur for lots of reasons – it can be social; lack of infrastructure; lack of access to good quality education; or for cultural reasons. That whole issue, because of increased internet communication is increasingly difficult both to hide and to control. Pressure will build exponentially in my view. If we are being honest, there has been very little significant improvement in educational outcomes and life opportunities for certain parts of our own population in more than 40 years.

So, I think there will be, quite rightly, building pressure to tackle this effectively and bring about change. Education is only one part of the solution – it can't take responsibility for the whole issue but it is an important and integral part of improving life chances for those with the least promising start.

As you come to the end of 11 years as Chief Inspector with the ISI, what do you believe are the biggest changes that have taken place in the schools' sector, and more specifically in the role of the inspectorate during your tenure?

Well, I certainly think one of the overriding shifts has been in the awareness of schools of the whole safeguarding agenda and their part and responsibility within this. This has been a national wake up and was very, very apparent to the ISI.

Coupled with that was the need for change in the way schools are governed. This is not complete yet by any measure in the maintained or independent sectors, but governance is now being increasingly recognised as an active process. Leadership is not just about one person, there is a corporate responsibility for delivery in schools. They are not just for education in a narrow academic sense, but also for the welfare and care of children in their charge. Schools are much more alert to this than a decade ago.

Sitting alongside that is the role of the inspectorate. Both Ofsted and ISI have seen our roles and expectations morph considerably in that time. We are not just

agents for evaluating and stimulating through challenge on educational improvement, but also very much involved in the care and welfare agenda.

ISI has developed a stronger relationship with the Department for Education, government ministers and regulators and there is a clearer recognition of the contribution to the overall intelligence and evaluation of the independent sector and the contributions it can make across the broad educational agenda. Independent education is still an integral part of Education UK and this is more widely acknowledged today.

Importantly the exchange of ideas between the maintained and independent sector has strengthened quite significantly over the past decade; including in the way teachers move freely between both sectors, which can only be good thing.

My overriding experience in all that time is that it is very rare to find people working in schools whose intention is anything but the best interests of the children. That is why people go into this line of work. Even when things go wrong it is usually not for want of trying. Intentions are good, by and large. Schools are extremely responsive to the opportunity to learn and improve.

What are the key things that you will take away from this role?

Ultimately, I have seen that systemic change is much harder for governments to orchestrate than it might appear from the outside – I have definitely learned that! You need courage to challenge the orthodox view and there are so many genuine stakeholders or interests, often competing with one another, that getting real and meaningful change is not as easy as it might appear. That is why being prepared to think imaginatively and creatively, and with a sense of urgency, is so important.

What I believe passionately is that evidence-based and informed decision making, as opposed to opinion-based decision making is critical. As a scientist I have very much appreciated my own training in that. 

ABOUT CHRISTINE RYAN



Christine Ryan, until April 2017, was the Chief Inspector and CEO of the Independent Schools Inspectorate (ISI), the largest independent inspectorate in the UK and the agency responsible for the inspection of more than 1250 independent primary and secondary schools, educating more than half a million children. ISI also inspects over 450 private further education colleges and English language schools on behalf of the Home Office and provides inspection and support services in many countries worldwide, including those seeking approval under the Department for Education scheme for British Schools Overseas.

A scientist, Christine is an accomplished teacher, inspector and inspector trainer both in the maintained and independent sectors. She has extensive experience with a range of education, commercial and media organisations in the UK and overseas. An experienced leader at board level, with a particular focus on strategy and policy, Christine is Chair of the national education charity TalentEd and is a Board Member for Ofqual, the government regulator for qualifications and examinations in England. She contributes to a number of scientific and educational publications, and has worked as science and education adviser for a variety of successful television series, including the winner of the Japan Prize for Educational Excellence.

NEWS ROUND-UP

WE PROVIDE A BRIEF INSIGHT INTO KEY NEWS ITEMS THAT ARE CAUSING A STIR LOCALLY AND GLOBALLY.

International schools – challenge and opportunity in China



According to Nick Morrison, [writing in Forbes.com](#) ‘international schools have been one of the biggest success stories of the early 21st century, with their reach now extending to almost every corner of the globe.’ There are now 4.6 million students attending more than 8,600 international schools, covering almost every country in the world, according to market analysts ISC Research.

One key driver that has transformed the market which traditionally catered for the expatriate families, is the phenomenon of local students joining classes. With countries like Malaysia and Vietnam lifting caps on those local students joining international schools there has been a huge surge in demand and enrolment.

Morrison reported that Malaysia lifted its cap in 2012, with the result that enrolments in international schools have more than doubled in five years, from 29,000 to 71,500. Now Vietnam has followed suit, in what is a major development for the international schools’ market.

Looking more closely at China, [Relocate magazine](#) (2017) outlines how the international-schools market has developed significantly in recent years. It highlights the success of those particularly offering access to local children with several UK independent schools opening institutions. Dulwich College led the way in 2004 and now has four schools, two in Shanghai and one each in Beijing and Suzhou. It was followed in 2005 by Harrow, which now has schools in Beijing, Shanghai and Hong Kong. Wellington College also now has two schools – one in Tianjin and one in Shanghai. King’s College School Wimbledon is working with a Chinese partner to open two schools in Wuxi and Hangzhou (near Shanghai) in September 2018.

However, it remains a challenging landscape for those schools opening and looking to expand in Asia, and in China particularly. It is a landscape which requires very careful negotiation and a clear understanding and respect for culture and awareness of the local government’s policies towards international schools and wider education.

In Shanghai, for example, there has been an attempt by local government to crack down on the opening of new schools, and right across China there have been some restrictions placed on dual language schools.

The focus for international schools looking to establish themselves in China now is in the kindergarten and pre-school age group and those at grade 10 and above (age 15/16 in UK).

This may prove difficult in the long term for international schools as Chinese parents may be less keen to purchase a bi-lingual education which has to stop at age 5/6 and cannot resume until after age 15/16.

However, there continues to be an increasing demand by Chinese and Asian families for Western-style education taught in the English language, and so different types of international school are emerging to cater specifically for these students. It remains a challenging landscape, but with an ongoing demand it is expected that many international schools will continue to actively look at identifying opportunities and ways to further open up this educational market.

Virtual Schools - bringing the outback in

Virtual schools are being hailed as the opportunity to address an attainment and education divide in very geographically diverse countries, like Australia.

According to SBS, in Australia, fewer children from provincial and remote areas meet standard Year 7 milestones than their metropolitan counterparts. Less than 60 per cent of remote students complete Year 12, compared to 78 per cent in major cities.

Aurora College in New South Wales is delivering the virtual model to pupils and is already seeing huge benefits. According to Chris Robertson, principal of Aurora, 'one of the advantages of the virtual model is that it keeps country kids in their communities, "where their social and emotional needs are best catered for".

The school currently has 210 students, eight of whom are Indigenous. Robertson says that in five years, the school could accommodate up to 500 students.



Students log into the school's online conferencing software and participate in classes led by teachers who can see and hear the students in real time, thanks to webcams and microphones. As network strength improves the system is set to get even better.

Robertson believes that virtual schools and the technology they use will become common place across the country and allow greater interaction, work sharing and expertise sharing.

EVENTS ROUND-UP

LEADERSHIP IN SCHOOLS: AN EVENING WITH PROFESSOR DEBORAH EYRE



The Schools Practice at Saxton Bampfylde were delighted to host the coming-together of Heads and Senior Leaders from top performing schools across the country for a presentation from Professor Deborah Eyre at the House of St Barnabas in London. A global education leader and researcher, Professor Eyre is a co-founder of High Performance Learning and the author of "How to be a World Class School" – published in January 2016.

Deborah is experienced in moving academic standards from good to great whilst ensuring schools provide an engaging and fulfilling experience for pupils, preparing them for their post-school life, be that in further study or the workplace. The premise of High Performance Learning and at the heart of our discussion was the idea that all pupils can obtain top grades at A-Level and IB. She gave an illuminating presentation centred around the elements of her formula for High Performance:

Success = Pre-disposition + Opportunity + Motivation + Support

Historical changes in education's approach to this formula were discussed. Previously, understandings of intelligence saw maximum potential (pre-disposition) as finite and therefore the most important factor in predicting success. Now, it is known to be the least important. Research in to the brain's neuro-plasticity has developed, demonstrating that pathways are malleable and can be formed through habit. As such, schools can help pupils learn how to learn, rendering their innate potential less important than the support they are offered.

No place for incompetence - maverick governors beware!

The Department for Education has announced the closing of a loophole that prevented elected parent governors from being removed even if they misbehave.

The National Association of Head Teachers has been pushing for the change, which comes into force in September, for some time.

As reported by the BBC, senior policy adviser Ian Hartwright said: "This new measure fills an important gap in the existing powers to deal with maverick or incompetent governors, the actions of whom can mean that the school leadership team is diverted away from its core tasks in order to manage difficult governors or trustees.

It was also highlighted that there should be mandatory training of governors so that they are better equipped to understand and carry out their functions. Guidance will be published in the coming months to set out the "exceptional circumstances" in which the power could be used, as well as an expectation that governing bodies will put in



place an appeal process for governors who feel they have been unfairly removed.

As reported in The Telegraph, Gillian Allcroft, deputy chief executive of the National Governance Association (NGA), said that they supported the change as they recognised the need to deal with those who are "adversely affecting effective governance".

She added, "We also said that boards need clear guidance on when it is appropriate to use these powers". She said the NGA advise governing boards to have a code of conduct which can be used to deal with the "rare instances" where governors fall short of expectations.

PEOPLE MOVES

Saxton Bampfylde and its partners around the world through Panorama advise many leading schools and other education groups. We are delighted to share with you a selection of some of the roles that we have been privileged to work on.



CHRISTINE SWABEY
INDEPENDENT SCHOOLS
INSPECTORATE, UK
Chair

The Independent Schools Inspectorate (ISI) has

appointed Christine Swabey as its next Chair of Directors. Christine will take over the non-executive chairmanship following the retirement of Peter Williamson. Christine was previously CEO of Autistica and held a variety of Board positions in the health and education sector, including Chairman of Kingston Hospital NHS Trust and Vice Chairman of Kingston University.



LESLEY FRANKLIN
GEORGE HERIOT'S
SCHOOL, UK
Principal

Lesley Franklin MA (Hons), PGCE has been appointed

Principal of George Heriot's School with effect from January 2018. Lesley is currently Head of the Junior School, a post she has held since 2013 with her career at Heriot's starting in 1995. She has been a member of the School's Senior Management Team since 2013 and is also a member of Education Scotland's Inspectorate.



ROWENA HACKWOOD
DAVID ROSS EDUCATION
TRUST, UK
Chief Executive

The David Ross Education Trust has announced

the appointment of its new CEO, Rowena Hackwood. Mrs Hackwood has significant experience in leading a number of high profile organisations across the public, not-for-profit and private sectors. Over recent years, this has focused more extensively on the education sector as Rowena has mentored CEOs of growing MATs, sat as a Trustee on another large academy trust and has been a director of Education Support Services.



DANIEL WRIGHT
LONDON ORATORY
SCHOOL, UK
Head

Daniel Wright has been appointed as the new

Headmaster of The London Oratory School from January 2018. Mr Wright read History at St John's College, Cambridge. In 2000 he began teaching at Gordon's School and in 2004 he moved to Godalming College as Head of History, where he subsequently became Director of Faculty. He moved to his current position as Deputy Headmaster of St George's College, Weybridge, a leading co-educational Catholic independent day school for 11-18 year olds, in 2015.



JENNY WILLIAMS
FIRBANK GRAMMAR
SCHOOL, AUSTRALIA
Principal

Firbank Grammar School in Melbourne, Australia,

has announced the appointment of its new Principal, Ms Jenny Williams. Jenny was previously the Principal at Samuel Marsden Collegiate School in Wellington, New Zealand, a position she held since 2008. Prior to this, Jenny was the Principal at All Saints College, Bathurst and Principal at Snowy Mountains Grammar School. She was also the Head of Science at St Catherine's School, Sydney and a founding staff member of the Australian International School in Singapore. Jenny has over 16 years' experience across both Australia and New Zealand.



REBECCA LYONS-SMITH
ST SWITHUN'S SCHOOL,
UK

Head of Junior School
St Swithun's Junior School has welcomed Mrs Rebecca Lyons-Smith as Headmistress.

Mrs Lyons-Smith was the Deputy Head at Stroud, King Edward VI Preparatory School, from 2013-2016. As well as the day to day management at Stroud, she was responsible for pastoral care and played a significant role in the strategic development of the school. Mrs Lyons-Smith was Director of Studies at West Hill Park School from 2011 to 2013, and head of English at Stroud from 2007 to 2011. Prior to that, she taught across the primary age range in both the maintained sector and internationally from 1997.



GRAHAM MATTHEWS
GDST, OXFORD HIGH
SCHOOL, UK
Director of Finance and Operations

Before joining Oxford High School, Graham had 25 years

in senior roles including Managing Director and Finance Director for a fast growing SME. His expertise was in development and implementation of business strategy, commercial activities and operations.



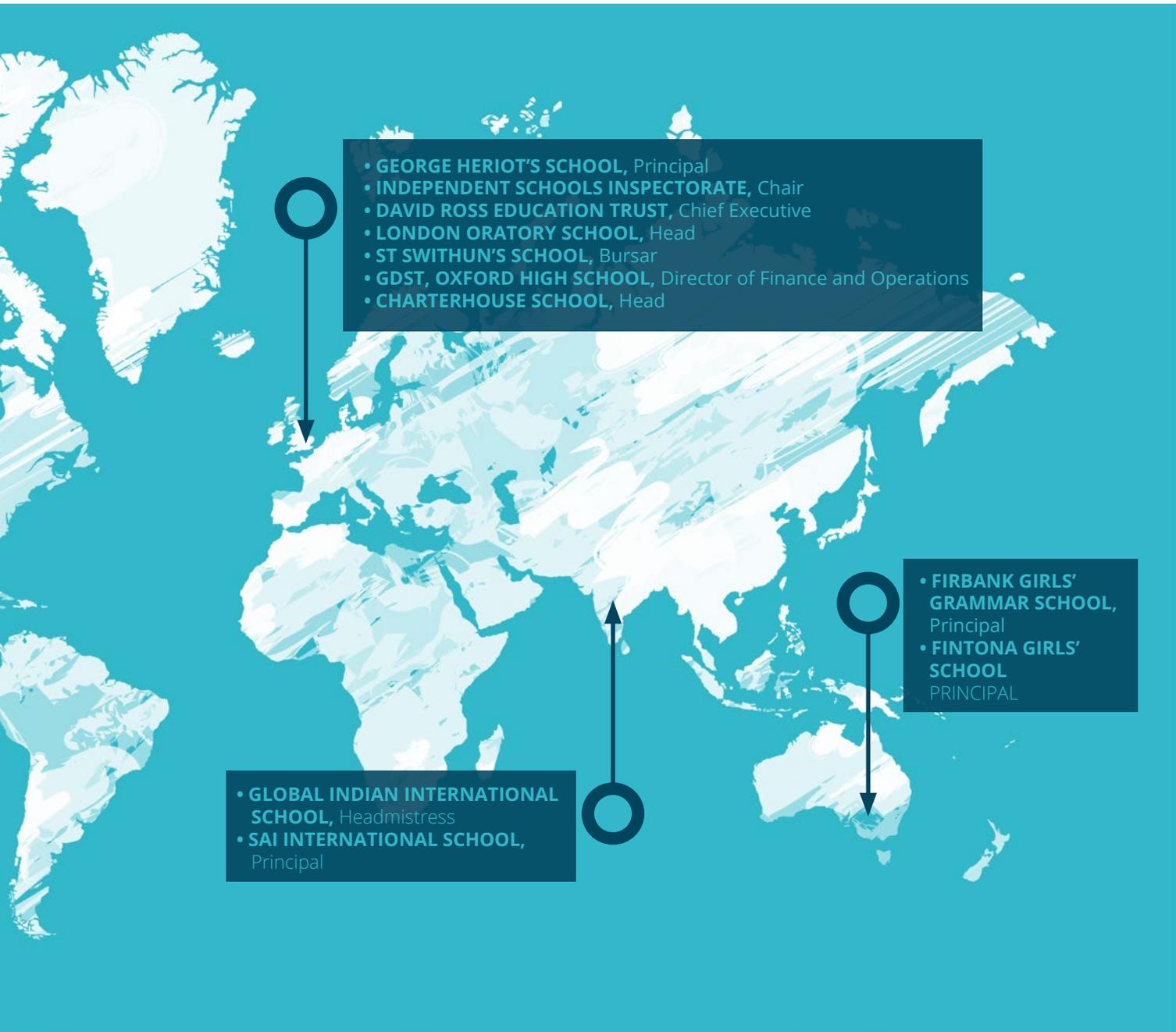
RACHAEL FALLOON
FINTONA GIRLS'
SCHOOL
PRINCIPAL

Rachael Falloon has been appointed as the next Principal of Fintona Girls'

School in Australia, starting in January 2018. She is currently Deputy Principal at Camberwell

WEST POINT GREY ACADEMY,
Director, Finance & Operations





- **GEORGE HERIOT'S SCHOOL**, Principal
- **INDEPENDENT SCHOOLS INSPECTORATE**, Chair
- **DAVID ROSS EDUCATION TRUST**, Chief Executive
- **LONDON ORATORY SCHOOL**, Head
- **ST SWITHUN'S SCHOOL**, Bursar
- **GDST, OXFORD HIGH SCHOOL**, Director of Finance and Operations
- **CHARTERHOUSE SCHOOL**, Head

- **FIRBANK GIRLS' GRAMMAR SCHOOL**, Principal
- **FINTONA GIRLS' SCHOOL**, PRINCIPAL

- **GLOBAL INDIAN INTERNATIONAL SCHOOL**, Headmistress
- **SAI INTERNATIONAL SCHOOL**, Principal

Grammar School, a position she has held for the past seven years. Prior to this, she held a number of senior school positions including at Guilford Grammar School in Western Australia, where she became the second female in the School's history to become a Head of House. Prior to this she was Head of the Mathematics Department, and Year 11 Co-ordinator at St Paul's Anglican Grammar School, Warragul.



DR ALEX PETERKEN
CHARTERHOUSE SCHOOL, UK
Head

Dr Alex Peterken has been appointed as Headmaster at Charterhouse School. He will take up the post in January 2018. Since 2010, Alex has been Headmaster of Cheltenham College, the 650-strong co-educational boarding school, having been promoted into that role from his previous position as Deputy Headmaster. He previously taught at

Charterhouse for eleven years, he was Head of Higher Education and Careers for two years, and Housemaster of Saunderites for six years until he left in 2008.



AGA JENDO
WEST POINT GREY ACADEMY, CANADA
Director, Finance & Operations

West Point Grey Academy in Canada has announced the selection of Aga Jendo as its new Director, Finance & Operations. In her career, Aga led the finance function with the Michael Smith Foundation for Health Research, the BC Cancer Agency, the Canadian Breast Cancer Foundation and the Terry Fox Foundation. Aga completed her BA in Economics at SFU and is a Chartered Professional Accountant and a Chartered Financial Analyst.

RECENT KEY APPOINTMENTS IN INDIA INCLUDE:

GLOBAL INDIAN INTERNATIONAL SCHOOL
Headmistress

SAI INTERNATIONAL SCHOOL
Principal

To keep up to date with all of our schools appointments visit:
www.saxbam.com/sector-expertise/schools



TEAM INSIGHT

CYNTHIA HALL

Take a closer glimpse into the Saxton Bampfylde team with our regular View from the River feature. The company's London office, from which the majority of the team works, is based next to the iconic Thames.

VIEW FROM THE RIVER

TEAM INSIGHT

Cynthia Hall is a Partner and Consultant in the Schools practice group

PAST, PRESENT AND FUTURE WITH SAXTON BAMPFYLDE

I've been a headteacher for twenty years and there's nothing more fulfilling than using that expertise to find the next generation of school leaders.

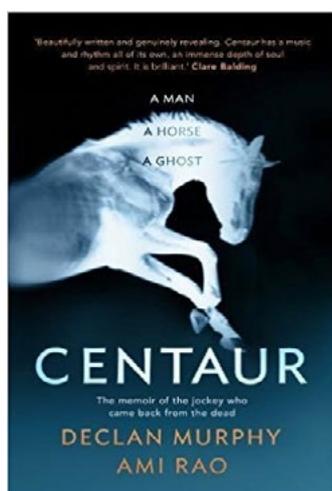
RAINY DAY DELIGHTS

Bridport our getaway, rain or shine. In waterproofs out on the jurassic cliffs, then to the Riverside form in our opinion, the best fish supper in Dorset and back down the valley to the cottage hearth.



PASSIONATE ABOUT

Reading – pure joy with our children when they were small; now the quiet communion of a shared pleasure.



ONE HOT TIP

Centaur tells the story of race jockey Declan Murphy's comeback from paralysis. Gripping account of drive and determination against all odds. Out now.

SUM UP YOUR PRACTICE GROUP AREA IN THREE WORDS:

Collegial, creative, committed.

INCREASED GOVERNANCE PRESSURES – ARE WE AT RISK OF RADICALLY REDUCING THE CANDIDATE POOL?

The 2016 white paper proposed a new competency framework for governance.

There will be a 'new stronger requirement' on governing bodies to ensure governors are properly inducted and trained. Greater accountability is already reducing the pool of those willing to volunteer, especially in the face of greater scrutiny of governance in inspection. It will no longer be acceptable for governors to rely on headteacher reports for information. They must be able to demonstrate that they have objective evidence of standards and progress in their school.

GET IN TOUCH WITH CYNTHIA

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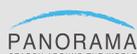
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SAXTON BAMPFYLDE MISSION STATEMENT

We exist to change the world by changing leaders in interesting and important organisations. At the same time we aim to create an environment wherein all members of our community can grow to their fullest extent emotionally, intellectually and spiritually.

Saxton Bampfylde is an employee-owned business