

CANVAS

SCHOOLS EDITION 2022

BY Saxton Bampfylde

CHANGING LIVES, LEARNING BETTER

EVOLUTION AND INNOVATION OF
THE EDUCATIONAL APPROACH

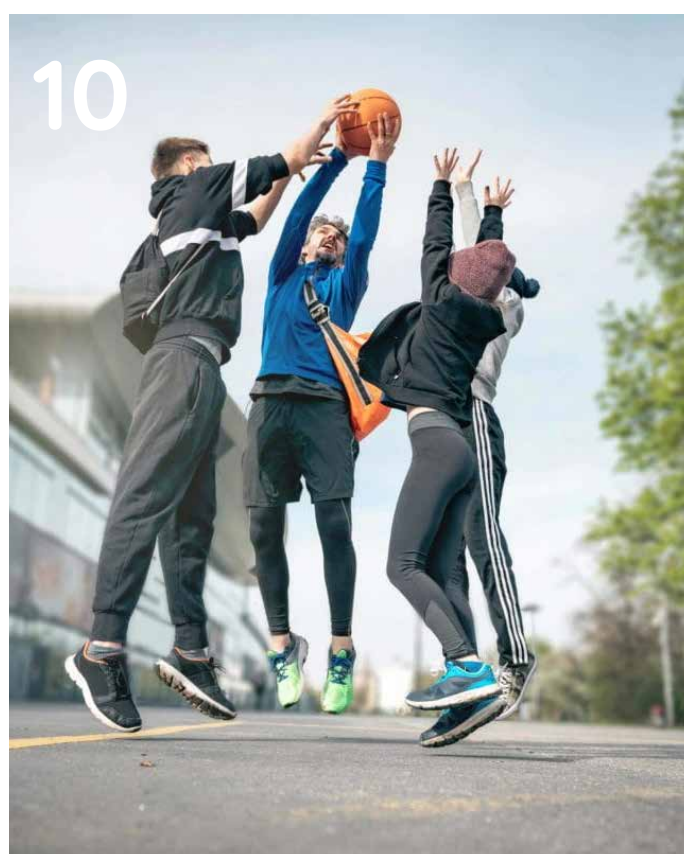




CANVAS

SCHOOLS EDITION BY SAXTON BAMPFYLDE

Welcome to the 2022 Schools edition of CANVAS, the insights update from Saxton Bampfylde and our global partners. 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 or comments you would like to share.





SAXTON BAMPFYLDE
SCHOOLS PRACTICE

Charlotte Penn, co-Head of Schools

✉ charlotte.penn@saxbam.com

Emma Hattersley, co-Head of Schools

✉ emma.hattersley@saxbam.com

EDITION OVERVIEW

We emerge into a new academic year in the aftermath of the pandemic where change has been the constant and try to settle back in to some new found normality. However, that doesn't for a second mean complacency, as the Schools sector across the UK faces considerable challenges and across all quarters recognises the need for an evolution in its approach.

That evolution is being driven by a raft of talented, committed and ambitious leaders, supported by individuals and teams who have shown the upmost dedication to education, their pupils and wider communities. This has come at a cost, however, and we see a workforce challenged by recruitment and retention, and almost worst of all, recognition for what it has provided over the past 2.5 years.

That ability to evolve positively and proactively is at the core of Rebecca Boomer-Clark's educational approach and we were so pleased to have the chance to talk to the Chief Executive of Academies Enterprise Trust as she enters her second year in the role. Her dedication to delivering outstanding outcomes to all the pupils in the Trust, and supporting staff and the associated communities is nothing short of inspirational, but clearly steeped in pragmatic realism.

We are also very proud to be able to share an interview with the team at Oasis Restore – the UK's first secure school – for which Saxton Bampfylde supported with the search work. This new educational setting is a true innovation in both the school and Youth Justice

“Evolution is being driven by a raft of talented, committed and ambitious leaders, supported by individuals and teams who have shown the upmost dedication to education, their pupils and wider communities.”

system in the UK. The passion, pride and dedication from the team – Andrew Willetts, Dr Celia Sadie and Cara Beckett – is palpable and we thoroughly enjoyed talking to them and Oasis founder Reverend Steve Chalke.

To continue our theme of Changing Lives we have shared an example of excellent educational outreach undertaken by the Fitzwygram Foundation at Hampton School and learn how it is changing lives of an increasing number of young people.

And last, but absolutely not least, we welcome Emma Hattersley – outgoing Head of Godolphin School – who joins our Schools Practice as Partner and Co-Head.

We do hope you enjoy this edition and welcome any feedback you may have.

CONTENTS

4 A culture of continuous improvement

Why we must share and showcase in education

An interview with Rebecca Boomer Clark, CEO of Academies Enterprise Trust (AET)

10 Purpose, potential and a place

A revolutionary approach to education in Youth Justice

Interview with the Leadership team at Oasis Restore

17 The Future of Change – the Fitzwygram Foundation

A case study of Luca Cericola, pupil at the Fitzwygram Foundation by Director, Anthony Hewitt

18 Latest leadership appointments

A round-up of appointments that the Saxton Bampfylde Schools Practice has advised on

20 View from the River: team insight

Meet Emma Hattersley, the new Co-Head of our Schools Practice



Follow us

@SaxbamSchools

Saxton Bampfylde



A culture of continuous improvement

Why we must share and showcase in education



Interview with
Rebecca Boomer-Clark,
 CEO of Academies
 Enterprise Trust

Undoubtedly the pandemic has brought change and challenge in unprecedented levels. It has highlighted vulnerabilities in the schools system and encouraged educators and leaders to question and reflect on what is required to sustain and ultimately enhance education of the future.

The ambition and drive to advocate and deliver change is embodied in Rebecca Boomer-Clark, with an honesty and commitment to learning, and a recognition that difficulty can't be dismissed. Her focus on community has far reaching potential not just for the Trust that she leads, but for the wider educational and local communities across England. We were delighted that she was able to share her thoughts, hopes and vision so openly.

You took on the role as Chief Executive at AET in the midst of the pandemic in June 2021. Can you share some of your experiences and learnings realised during this time?

My start at Academies Enterprise Trust (AET) coincided with a significant period of transition for the education sector more broadly. Schools were facing their first full academic year with no lockdown and more generally, people were returning to the office for the first time in two years, and this combination provided a helpful pivot point as a new leader. To an extent, the transition of CEO was such a large change for the organisation that it diluted the impact of some of the wider post pandemic which all school trusts were facing.

When your organisation operates across 58 physical sites, addressing the cultural and physical elements of being more remote for an extended period was always going to be an interesting challenge. I was more focused on the longer-term impact of the pandemic for schools and the wider education system.

Particularly in terms of the attainment deficit, the social and interpersonal legacy and the permanent changes in the way that educational organisations operate. Teachers and leaders in education were simply incredible during the whole pandemic. For a profession which had looked fairly similar for many, many years to pivot so dramatically to extensive remote learning overnight was nothing short of remarkable. We need to keep on reminding teachers and leaders exactly how much they achieved and the huge difference they made to the lives of children and families.

There was an illusion that we were “back to normal” last year – the reality was not so visible for the public at large. We had higher rates of Covid in our schools than at any other time during the pandemic. In different ways last year often felt more challenging than being in a period of lockdown where schools had some on-site provision but the majority of learning was remote.

In truth, the full impact of COVID has yet to reveal itself and is certainly being accentuated by the ongoing cost-of-living challenges and inflationary increases. I have confidence that the resilience shown by our young people throughout the pandemic will give them hope and strength to draw upon in the coming months. A whole generation of young people were prematurely exposed to our shared vulnerability to external events which are outside our control and beyond protection; that is quite an incredible lesson to learn so early on in their lives.

AET incorporates 57 schools. How do you prioritise successfully where support, development and intervention are required?

It's important to recognise that every school has bright spots and something they can contribute to a wider network of schools regardless of their current OFSTED rating!

We use a quadrant model to segment our schools according to their level of performance and stability and then differentiate support in line with their identified needs.

Some of that support is provided by specialist central teams, but the majority comes from within our schools. This does mean that our schools must be sufficiently well-aligned to be able to work together effectively, but equally don't want to stifle creativity and innovation. We create lots of opportunities for colleagues to come together organically to share their expertise. This ‘Architecture for Collaboration’ was a big year one priority for us.

Technology has made collaboration easier, like many school networks, we have invested significantly in this space. It is now much more straightforward for teachers and leaders who live at opposite ends of the country to connect and work together. Equally we don't want to feel like a distant or impersonal organisation which only interacts virtually, so we do like to keep personal relationships and ties as strong as they can be. Our move to a regional structure was an important part of building a sense of proximate teams. All of our school principals are simultaneously the leader of their schools and part of a regional leadership team which provides real opportunity, strength and support – both professionally and personally.

We've set ourselves some really ambitious goals over the next six years; to achieve them we all recognise that success at scale isn't a destination: it is a cultural approach to continuous improvement.

How do you envisage the role of AET in the expanding Academy Trust model?

It's certainly an interesting period. There are only a handful of national trusts and we have one of the most extensive

“Teachers and leaders in education were simply incredible during the whole pandemic.”

footprints covering all nine Department for Education regions and 26 local authorities. This scale and distribution allows us to see the sector and the system from a rare and important perspective. That same scale and breadth underpins our most significant challenge –demonstrating that it is possible to secure an excellent education for every child regardless of where they may live and what their local context brings.

Within a fully academised system the importance of coherence is going to be vital. We must avoid fragmentation and maintain a clear view of how the system should be configured, operate and act in the best interests of all young people.

The most significant contribution AET can make to the system is to deliver excellent outcomes for the 33,000 children in our schools. We frame that challenge as AET 490. Simply asking ourselves what it would take to break 90% four key headline metrics: chronological reading age; phonics; expected standard in Key Stage 2 SATs; and English and maths basics at GCSE. Headline academic measures are not the only output of a great school, but they are important. When I first asked our principals whether they thought AET 490 was achievable, their collective response could probably be summarised as “we're not sure, but we're up for the challenge”!





How important are networks and collaboration in the future development of this model?

They are absolutely fundamental if we are to identify and harness the expertise and experience that resides across our organisation. The challenge of AET 490 has had a galvanising effect on our leaders and teachers but we know that to achieve something that has never been done before, we cannot work in isolation.

Launching our network groups was a big priority for year one, and in time I want every teacher and leader across our schools to be actively involved so that they can truly see the contribution they are making day to day to delivering AET 490. In part, our networks exist to release talent across our schools, but they also exist to develop talent. I want us to be known for our exacting expectations and our commitment to helping and enabling our teachers and leaders do their best work.

Our sector can often feel polarised on key issues and debate can become quite tribal. Both internally, and externally, we want to be a refreshing antidote to that through our system generosity. To support this, we have launched an initiative called Project H. Project H is both a platform, and a commitment to going fully open source. We want to invite fresh debate about what works and what doesn't. We want to narrate the process of improvement as we go. If you look back through the history of the academies movement there are repetitive examples of individual school failure where the system did not share its lessons learned effectively – we want to do something practical to counter that. And arguably, there is no better time to be embarking

“We want to invite fresh debate about what works and what doesn't. We want to narrate the process of improvement as we go.”

upon this: the sector is facing its toughest few years ever, and systematising collaboration will be an essential part of helping everyone not just 'get through' this period, but to do some of our best work.

Prior to joining Ark Schools you were a Regional Schools Commissioner (RSC). How has that experience influenced your approach since then?

Being an RSC was an incredible opportunity to work with, literally hundreds of schools and leaders. It gave me an understanding of the whole sector and the wider system, as well as an optimistic sense of the possibility for change.

The nature of the job at the time – it has changed a lot – meant that I was exposed to incidents of failure more often than excellence but that helped to develop my sense of perspective. To observe repeatable patterns of failure,

and know that not only were they mostly avoidable, but the solutions were also typically close by has strengthened my personal commitment to collaboration, transparency and the power of networks.

In reality, many of the earliest trusts quickly became quite insular, through encouraging initiatives like the CEO network in the South West we were able to reinforce that sense of collective responsibility for a region.

You were the youngest Head of a secondary school in England and have been described as an educationalist at heart. How well is the sector evolving to attract, retain and reward the talent and dedication it needs?

Fundamentally we have to be realistic about what it is actually like to be a teacher with a full teaching load, particularly in schools facing complex contextual or performance challenges. All of the friends I started teaching with would recognise that the job of a teacher is now much bigger and more complex than it was twenty odd years ago.

We should be our sector's loudest ambassadors, but too frequently we are not. There is a real need to shift the narrative about teachers and teaching, but fundamentally we have to make teaching feel like a doable job. A vocation that you can balance alongside having a life and a family away from work and time to do the things that make each of us more interesting. No-one enters the classroom to get rich, but you should be guaranteed to a fulfilling, fun and challenging job which is fairly remunerated.

One of the clear benefits of working in a large network of schools should be



many more opportunities for personal development and advancement. We need to make it easier for dynamic, ambitious young people coming in to our profession to see the possibilities that it can open up for them and there needs to be a clear route through that rewards success. Equally we need to respect and celebrate expertise and offer alternative career paths and recognition.

The recent changes to personal development through the Early Career Framework and the revised NPQs are hugely important. The quality of training that someone joining teaching now will receive is unrecognisable from where it was even just a few years ago. Particularly in the context of pressurised budgets, we need to be realistic about the cost of really top-drawer professional development and invest in our talent to the same extent as other professions.

There has been an increasing level of focus on the gender pay gap which exists in Education. What moves are being made to actively address this and what more, in your view, needs to be done? The gender pay gap at AET has been decreasing in real terms over the last couple of years, although that's a real positive, I am cautious about strongly attributing that improvement to direct action. It is quite difficult to know what has had the biggest impact and where.

Fundamentally there are three things that we need to focus on: firstly, we need to resist being drawn into the noise

around the highest paid individuals. It is important to shine a light on public sector salaries but changing the salaries of the highest paid people in the sector is not going to reduce the gender pay gap.

Secondly, or alternatively, we need to focus on the salaries of the lowest paid people in our sector and particularly support staff, which means we must look at the structure of our profession. Put simply, there are more women in lower paid jobs than men and it is that balance which needs to shift.

Finally, we really need to think much more creatively about how we offer flexibility in this sector. In a competitive recruitment context, we need to open up career progression if we are serious about attracting and retaining talent.

Is the Education sector doing enough to encourage diversity, in its many forms, amongst its current and future leaders?

Everyone in leadership recognises the challenge to ensure that our workforce reflects the communities that our schools serve. Interestingly, there is no other profession that has direct access to its potential future workforce, to a certain extent we get a head start!

I am optimistic that we will start to see a significant shift, our young people show higher degrees of inclusion and tolerance than any generation that has

“There is no other profession that has direct access to its potential future workforce, to a certain extent we get a head start!”

gone before and involving them directly in encouraging and promoting diversity has huge potential to teach all of us.

You are also a Trustee of the Ambition Institute – can you share more about how you work with educators to help disadvantaged communities?

From the early days of Ambition's predecessor organisations – Future Leaders, Teaching Leaders and the Institute for Teaching, we were focused on developing high-quality training and development for teachers and leaders and accelerating progression. The focus was particularly on those schools with a high proportion of disadvantaged young people. Our reach has expanded with the Early Career Framework and new NPQs – last year we trained 25,000 educators



which is incredible. This scale gives us a real opportunity to change the narrative and recognise that if we can provide mission-driven high-quality training and development we will galvanise a much bigger pool of educators in the important work of closing the achievement gap.

That work isn't exclusive to schools where there is a high density of disadvantaged young people. We need to instil an absolute sense of driving ambition for every child. Ambition really has been a real trailblazer for high-quality professional development and has set the bar for the sector on what high quality training looks like.

How can government (national and local) better enhance the educational commitment to support more disadvantaged pupils to give them more opportunity?

So much comes down to the right level of resourcing. The Pupil Premium was revolutionary when it was first introduced and whilst it has become part of the everyday fabric of both

funding and expectation, it remains a very important mechanism for the children that need it most.

We also need to keep working hard to encourage localism and a more collaborative approach with specialist agencies and services. Providing timely access to the right support is absolutely essential.

That sense of partnership extends to parents and families. I've never met a parent who is not ambitious for their child. Some may not always find it as easy to navigate school, but you can come a really long way by encouraging parental engagement in all its forms. To an extent schools and homes came closer together through the pandemic, we must build on those bonds and connections. **6**

Find out more about Academies Enterprise Trust at:
<https://sites.google.com/aetinet.org>



“Schools and homes came closer together through the pandemic, we must build on those bonds and connections.”

Rebecca Boomer-Clark Biography

Rebecca Boomer Clark is the Chief Executive Officer of Academies Enterprise Trust. An experienced school leader, she was Director of Secondary at Ark Schools from 2017 to 2021. Prior to that, she worked for the DfE as Regional Schools Commissioner for South-West England. Rebecca also worked at Oasis Community Learning for eight years in a variety of roles, initially as a vice principal and principal in Bristol, before becoming a Regional Director and then National Education Director at the multi-academy trust. Rebecca is also a Trustee at Ambition Institute and Jamie's Farm.



Purpose, potential and a place

A revolutionary
approach to education
in Youth Justice

Interview with the Leadership
team at Oasis Restore

It is not often that we can claim that true innovation is underway, but with the dawn of the Oasis Restore secure school, this really is a legitimate statement. The first secure school in England and Wales will be in operation from 2023 and is committed to truly revolutionising how the Youth Justice system approaches the education and support of young people in its care. We were so delighted to talk to Reverend Steve Chalke, founder of the Oasis Charitable Trust and the newly formed Executive Team at Oasis Restore – **Andrew Willetts, Dr Celia Sadie and Cara Beckett.**



Oasis Restore Leadership Team: (Top L-R) Andrew Willetts, Principal Director; Cara Beckett, Director of Learning & Enrichment; (Bottom L-R) Dr Celia Sadie, Director of Care & Wellbeing; Reverend Steve Chalke MBE, Founder

Can you each tell us a bit about your individual roles and what you bring to Oasis Restore?

Andrew: I am Principal Director at Oasis Restore and my main role is to identify and drive the organisation's vision, mission and strategy. This will help develop a positive and supportive culture to thrive and empower the wider leadership team in the delivery of the learning and enrichment, care and wellbeing and staff development programmes. I am the registered individual which gives me statutory responsibility for the school and all the young people we are educating and supporting.

My whole career has involved working with children and families in various different Educational, NHS and Youth and Care settings. My love and passion has always been Youth Justice and that has run through all of my work and made me aware for some time that the custody arrangements do not create the best systems for children to thrive or for staff to feel safe in their practice.

Before I joined Restore I was involved with a national group who were asked to reconsider what youth custody could be like and I was asked to be the South East lead to come on this working group. That was the initial concept of the secure school and what that could be. Once I was involved in that programme I knew that it was for me and I had to see this become a reality.

“About 60-70 per cent of children leaving custody in the UK reoffend or are reconvicted and we obviously want to do something about that.”

When I heard that Oasis Charitable Trust would deliver the secure school and I knew a bit more about Steve Chalke (Founder and Leader) and the type of person he is and the organisation he runs, it felt like this was completely the right match. Custody is a wicked issue and a real, real challenge, but I felt with the strength of Oasis, the knowledge and understanding of how to deliver outstanding education through its Academies and with its community youth work programmes and family work it seemed the perfect delivery organisation. The Oasis ethos and values align so much with mine that it felt the perfect opportunity to bring some of my expertise and sprinkle some of the magic from Oasis. With this team it

really will be something special and we have to give a special mention to Clare Wilson (the Programme Director).

This role combines my passion and experience and is being delivered by an organisation that can really commit to the change. If it had been won by another organisation or private company it is unlikely that I would have applied.

Cara: I am Director of Learning and Enrichment – which means I focus on developing curriculum pathways for the children – both core and vocational offers and also into the enrichment programme which is about further development of the child and giving them the space to enjoy. It is about looking at not only academic improvements and plugging gaps with their learning but also developing them further when they transition for journey out of Restore they can transition to employment, education, apprenticeships, higher education. The enrichment side is about exposing their interests – likes, dislikes, what they enjoy doing and developing healthy habits and join clubs.

I am trained as a teacher and my second placement was with Oasis. I wasn't going to continue in education after I trained but I fell in love with Oasis and the ethos, values and vision. I have now been with Oasis for the last seven years. The values align so well with how I was raised and I am also completely passionate about delivering really good education to the children in our care.



Pictured: Reverend Steve Chalke

The Oasis Charitable Trust was founded in 1985 by Reverend Steve Chalke. It was borne out of Steve's ambition and vision, first realised as a 14 year old growing up in central London with an English mother and Indian father – neither of whom had much education nor money, but who encouraged their son to have aspiration and follow his ambition and dreams to help, support, believe in and restore other people.

Steve studied theology aged 21 and by the time he was 29 had realised the vision of his 14-year old self and formalised Oasis as a charity and opened its first assisted living house in London. He commented on this: "Slowly I learned that while a homeless person really does need a bed, what they need more is a sense of self worth, stable housing and a different inner voice." He has come to articulate this as needing a 'meaning-making narrative' and this concept resonates across all the work he and the team at Oasis does.

When asked about the impact Oasis has had from an educational perspective, Steve comments: "Oasis exists to build healthy communities where everyone is included and can make a contribution and fulfil their God-given potential. We are a community development organisation with many strands which means we can be as inclusive as possible. Education has always been a fundamental part of that and we have extended the Oasis offering beyond the UK work extensively in India and now into Africa."

In early 2018 Oasis applied to run the first secure school in England and to the charity's delight it was given the chance. Steve tells us what the inception of the secure school – Oasis Restore – means: "This is one of the greatest legislative

changes since the abolition of capital punishment. Legislation had to change to bring about the birth of this school. This isn't just an idea or concept of a school; this restorative, developmental care is now enshrined in law."

He continues: "We called it 'Restore' because it is about restoration, not retribution. It is also the first time in British History that a charity can run a custodial estate. Law has been changed to allow a not-for-profit to do this.

"In my view it is also a revolution in terms of our understanding – it is our justice system leaping from the 19th century into the 21st century. We are learning that physical and psychological punishment are not the best ways to deal with humans. We have the worst reoffending juvenile rates in Europe. We have a 69 per cent reconviction rate in the first year of people leaving juvenile custody and we send people back to the environment where they were criminalised alienated and not cared for in the first place. Through Oasis Restore the approach is entirely different to that."

The age range at Oasis Restore is from 12-17 and a significant percentage will be 16 and 17 year olds. In terms of sentence length there are three strands – those who are on remand; those who have been sentenced; and then there are also those serving life sentences.

There are three existing settings – Youth Offender Institutes; Secure Training Centres; Secure Children's Homes and the Secure School is the fourth option available to the Youth Custody Service.

Find out more:

<https://www.oasisuk.org/campaign/oasis-restore/>

"We have the ambition that we will be recruiting staff with lived experience and we will champion that within our work."

Initially, I was working in Ponder's End which is the fifth most deprived borough in London and I wanted to do better with the children and I found I was able to develop really strong relationships with them.

I am Caribbean and grew up in Barbados and we have a strict way of dealing with children, but at the same time my family is really very loving. I feel this background has instilled my very loving, boundary-based approach to building really strong relationships which has helped me to deliver really good educational outcomes for them. I wanted to widen that reach so I moved into teacher training within Oasis and then its school improvement team for looking at developing and delivering the curriculum and the pedagogy and neuroscience which underpins that.

My passion was always about doing better and serving those most at risk or deprived so when I saw this role come up it just felt absolutely perfect for me. It was a long process coming into post and being appointed but I was adamant that all of the gaps in my learning, not having worked in the sector before, my healthy naivety about what the justice system looks like for our children would be outweighed by my passion and drive to deliver better outcomes. I believe in education hugely and the opportunities it provides for the children and the access to options to deliver that to a really high standard is what I am really passionate about for this role.

Celia: My role is Director of Care and Wellbeing and this feeds into the whole design of the school and the therapeutic framework around which we think about looking after the children, how we design the system and how we embed psychological thinking across the whole programme. My role also involves



responsibility for the NHS contract who we partner with to provide a really good healthcare provision and the design of what we offer therapeutically. But really it is working with Cara and Andrew thinking about what the school should be like for psychological staff and the children.

My route to this job has been all based on my passion for clinical psychology. I was around 12 when I realised I wanted to be a clinical psychologist. I was always choosing books to read about people and how they were surviving difficult circumstances and it just really fascinated me. From that point onwards I was really motivated and started gathering experience however I could during my teens and I went to night school during school. It has worked out well thankfully and while it is not as glamorous as I might have imagined that is good as it is about being with people where they are and not transplanting your views on to them.

At the beginning of my career I trained as a psychologist and worked in a lot of in-patient units with young people which is the most exciting, thrilling, painful and dramatic experience. I completely loved it and did that for a long time. I then took a job at Cookham Wood Young Offenders' Institution and was specialising more and more. It felt like an amazing experience to be with the young people where they were and to try and relieve some of the pain they were experiencing. I led a wonderful team there and we expanded to look after more institutions.

I gained a lot of experience working in custody and with the young people who

end up there and the staff who are there. My job became about developing a therapeutic culture in the prison and that is quite a huge challenge systemically and it was thrilling to apply myself to it but also very complex as it is about trying to make little adaptations to a system that is very established. I did that for a long time and when the Oasis job came up it was going to take a lot to tempt away from the NHS as I was really committed to the public service role.

I was only going to leave for something unique and inspiring but the vision for Restore which Steve Chalke and Clare Wilson offered was so compelling and really aligned with my own philosophy as a professional and what I believe it is that helps children that I couldn't turn it down. It feels like everything has been building towards this. It is an opportunity to create something from scratch that works as a whole system itself rather than having to tinker with things that already exist and that is an amazing opportunity. It is almost a once in a generation opportunity that has come along which is so different and revolutionary. It is a real privilege to get this job and work with this team.

The emphasis on the person-centred, individual approach has been highlighted for students. Can you share why this is important and how you will bring this into the schooling environment?

Celia: The individual, human element is something easily lost in institutional environments and so a huge priority for us is thinking about the experience

of the child as they move through this quite traumatic process in Youth Justice of being sentenced and separated from their families and communities. The whole time we have been designing this curriculum we have been thinking about what would make it a genuinely caring, nurturing environment and re-humanising experience. We have thought carefully about what we can do to restore a sense of hope, dignity and self-belief. Those are the principles that have guided us, supported by our Oasis principles of: relationships, discovery and community. Those elements are really what humans need to feel good and help them reach their potential and flourish; that has underpinned the whole ethos and approach of the school.

Cara: The concept of discovery and process of learning something about yourself and about others, about who you are and who you are becoming as a result of such an holistic approach to care is what Restore will offer. We look at developing the whole person academically, vocationally, morally, spiritually, physically – we have the unique opportunity here to develop mentally and emotionally too. We want to offer them the environment where they feel safe and willing and able to embark on a process of learning. We are looking at how we develop them as a whole rather than in silos. This will come, we believe, through an integrated programme: everything here has been designed from scratch to enable this. The better part of this year has been spent with me and Celia working together, almost merging our brains to come away with what we

know is true and right and will really benefit the children, and of course, the staff. We want them to be on a journey as well. When we are thinking about our cornerstones, thinking about a wholeness.

Andrew: In essence it is treating children as children. We need to show love and care to the whole child including that of their wellbeing. They have committed a crime and been held to account - their punishment is the sentence. We won't add additional layers of punishment to this process: our responsibility to them is to heal and restore.

We are going to be relentlessly aspirational for these children, and ensure that the moment they committed a crime isn't the point which defines who they are for the rest of their lives. Our mission is 'to transform the life chances of children in the criminal justice system, through nurturing a therapeutic and educational community that embeds hope, stability and opportunity beyond Oasis Restore. Oasis Restore creates an environment that gives the children, and the organisation, every opportunity to reach their full potential and be the best they can be.

Andrew – As Principal in this first of its kind school in the UK – what is your ambition for the organisation in its first year?

The initial year is focused on recruiting brilliant staff who also share and reflect our values/vision and training them to make sure they are ready. It is going to be a fantastic opportunity but also going to be hard work. We will put a framework in place and then it is about delivering on our operational specification to demonstrate that our holistic, integrated care can deliver outcomes and improvement in learning and education.

In 2023-24 we will start to welcome children into our school. Our plan is to ensure that 100 per cent of the children will have access to health services and therapy when needed and that every one will leave Restore with a plan which developed six months prior to them leaving us. Too many children leave custody currently who don't know their plan days, if not hours, before leaving the gate.

We are looking to completely transform the arrangements for resettlement and transition and we are working with the Association for Directors of Children's Services, the Association for YOT Managers the NHS and others to make sure that we are creating a system that makes key decisions much earlier and in the best interest of the children. We need to establish and embed the

“We won't add additional layers of punishment to this process: our responsibility to them is to heal and restore.”

culture that shares our vision, mission and values and makes sure that we are looking towards creating our legacy.

Our longer term plan is to become a 'centre of excellence' and leading the changes across the youth estate creating potentially future secure schools, or supporting new arrangements for the delivery of care, wellbeing and education for children in need of help and support.

Celia - what role does psychology and therapy play in this type of educational setting?

We have taken an holistic approach to embedding psychological thinking in our policies and processes, in the design of the environment and the timetable, and in aspects of the curriculum and staffing mix. There is a saturation of psychological thinking and research from the field which is running into everything we are doing.

As we go move forward that will come into the recruitment process, and training and care of our new staff. I am really acutely aware of how difficult it is to work in locked secure settings, with children who have gone through a great deal of trauma and are continuing to go through a great deal of different trauma through the separation from their families. Staff need a great deal of nurturing to survive that and practise safely within it. It is really my intention to build systems around the staff which allow opportunities for support and reflection and the care and valuing of staff. This will then allow them to provide the most loving and nurturing attitude to the children.

The other element is for the children themselves. It is vitally important that they each have access to therapy of whatever type feels best to them and suits their particular needs and ways of engaging. I am hoping that we can have freedom to supply that in whatever form that works – whether that is out on the football pitch or in the therapeutic gardens or playing games or being in a group. Whatever feels important is what we need to be providing. The evidence base is fairly thin as this is such

a specialised and rare cohort. So, we have the opportunity to really innovate and draw on ideas from international examples. We want the flexibility to meet the children where they are and that means establishing a really wide range of what therapy and how we offer it.

Currently the statistics suggest that about 60-70 per cent of children leaving custody in the UK reoffend or are reconvicted and we obviously want to do something about. That requires really deep thinking about what can move their trajectory in a different direction and what support their families and communities need. We also need to think about what support the victims of these crimes need – for them to all make amends and live with themselves afterwards.

Cara – does the curriculum differ to other secondary school settings and if so how and why?

Children are going to come to us at different places in their learning. It is likely that most will have disengaged with learning at some point and our role is to meet them where they are and understanding their needs, strengths, weaknesses and interests.

For the curriculum we are looking at creating a vocational offer as well as the core academic pathway. That will vary by child as their ages vary too from aged 12-17 and we want them to be able to transition back into education if needed. We don't want gaps in their learning so we really will be tailoring it around the child with a very skilled workforce to deliver that while still focusing on upskilling too. We don't want anyone to feel out of their depth delivering this curriculum.

For many of the older ones it would be at a point when they would be preparing to go into the work force, an apprenticeship or higher education. When designing the curriculum we have focused on making sure they have the tools to enter that effectively. It is about building an education around them and their future aspirations. We want to deliver specific pathways, skills and qualifications that will be required to allow them to enter different industries and have careers. Our goal is to reduce the reoffending rate so they can effectively transition back into their communities and remain there with something they have built up and can do when they leave.

The intentionality behind our approach is the plugging of academic and learning gaps and building confidence in how they feel about themselves as a learner as well as a human being. We are looking at really small class sizes and specialised support to meet the resource needs for the children.



“It is almost a once in a generation opportunity that has come along which is so different and revolutionary. It is a real privilege to get this job and work with this team.”

The children will be in school 9-3pm Monday to Friday all week, but they will have enriching opportunities available 365 days of the year. This is to ensure the development of the wholeness of the child and we will be developing relationships with the children and giving them the opportunity to learn and discover through experience.

It is also important that we look at ongoing staff development and will be integrating our teams so that expertise is well shared. Mainstream education staff are going to come in with limited understanding with how to meet the

particular needs of a child – that is more because in training you don’t specialise in this area – but having the healthcare team available to help with upskilling and sitting with them to talk about what is best for the child and working together as a team will be fundamental. We are dealing with really complex scenarios and we are aware that it will expose even more complexity for our staff too being in those environments. We absolutely do want to become a school of excellence and want to attract the best teachers and staff team available.

What are your longer term hopes for the ‘secure school’ model?

Andrew: We want to become a school of excellence and we can only do that with 49 places. Ultimately, we want to create a hope within the system that things can be better for these children in need of help and support.

In the longer term we want to create a model and practice of care, which truly demonstrates an approach working well to then encourage other schools to be opened and make sure that we can offer access to as many children who need it. With the growth of the model into other areas within the system, we do hope that it will bring reflection and encourage or motivate systemic change more broadly.

We are being intentional with the design of the space, for example, one of our family rooms is all about small more intimate space with a kitchen, family room and a dining room to make it feel more relaxed and child-centred. We want to make the visiting families

feel more relaxed and at home as they have a huge role to play too. We have a responsibility to reduce trauma for the children, their families and the siblings.

We want children to come back and see us- we have the ambition that we will be recruiting staff with lived experience and we will champion that within our work.

We believe that if children are supported much earlier they won’t need to be placed in custody in the first place. Prevention needs to be the focus for all of us.

Relationships, discovery and community are three core pillars of Oasis Restore – how do they work together to benefit the students, staff and their communities?

Cara: Oasis has run 52 schools before us and we are not differentiating ourselves from those schools as their vision for education is in line with our own. We are all Oasis. The focus remains on three really important Hebrew principles - Rabbi, Yaddah and Shalom - which are at the core and founding of Oasis. Rabbi is the relationship element - a guide and inspirational role model, bringing knowledge, wisdom and understanding to Restore and the relationships with the children. Yaddah is the discovery cornerstone – it is about knowing, perceiving and offering hands-on-learning, and taking lessons from the gains and the losses. Shalom is the community element and is all about wholeness and peace and nothing being missed out. That is the Oasis vision and that runs through the Restore approach too. **C**



THE FUTURE OF CHANGE

THE FITZWYGRAM FOUNDATION



Hampton School is a leading school in the UK with an outstanding reputation for all-round excellence. Originally a grammar school its values of academic excellence, social mobility and diversity remain strong. Hampton had no historic endowment fund on which to draw, so the school established a separate charity called the Fitzwygram Foundation to extend free places available to pupils. There are currently 90 boys attending the school on completely free places - almost four times the average of the independent sector.

www.hamptonschool.org.uk/about/the-fitzwygram-foundation/

Luca Cericola: Pupil case study

Luca Cericola was a bright, talented 11-year-old, whose financial circumstances meant he qualified for a free place during his full seven years at Hampton. Alongside achieving straight A grades at A Level, his talent on the rugby field came to the fore. Luca had never picked up a rugby ball before attending Hampton but he became a regular fixture with the Hampton First XV and also played with Middlesex and London Irish Academy.

Luca graduated with a First Class Honours in Biochemistry from Bath, and now, aged 24, he is a trainee solicitor with an established London legal firm. Luca says the offer of a free place at Hampton was a significant turning point in his life:

Luca says: "I remember opening the letter, cheering and crying for joy when I knew I was coming to Hampton. I credit the successes in my life down to that moment. The school supported me and believed in me from day one. Hampton helped to turn me into the person I am today and I will forever be grateful."

Anthony Hewitt, Director of the Fitzwygram Foundation, wants to increase the support for more young people:



Pictured: Luca Cericola

Anthony says: "We are extremely proud that Hampton's free place provision, which also includes extra costs such as uniform, food, and travel expenses, is one of the most generous in the independent sector. Being able to support young people who would not otherwise afford a Hampton education, transforms the lives of the individual boys who benefit. It allows Hampton to remain an inclusive, independent day school, truly connected to our community."

LATEST LEADERSHIP APPOINTMENTS

A selection of recent appointments advised by Saxton Bampfylde's Schools Practice.



Cathie Paine
REAch2 Academy Trust, CEO



Annamarie Hassall MBE
Nasen, CEO



Anthony Hewitt
Hampton School, Director of
the Fitzwygram Foundation



Sarah Teasdale
St Paul's Girls' School, Bursar



Anu Jagota
Herts for Learning,
Commercial Director



Chris Staley
Coventry School
Foundation, Principal



Carol Chandler-Thompson
St George's, Edinburgh, Head



Sophie Harle
Wycombe Abbey,
Director of People



Jennifer Cocker
Wakefield Grammar
School, Director of Finance
and Operations



Karen Coles
Sarum Hall School, Head



Anthony Simpson
Erskine Stewart's Melville
Schools, Principal



Chris Simpson
Albyn School, Bursar



Deborah Mills
Now Teach, CEO



Alex Tate
St John's School,
Leatherhead, Head



Will Goldsmith
Bedales School, Head



Nick Owen CBE
Royal National Children's
SpringBoard Foundation, Chair



Kevin Sandhu
Prep Schools Trust, COO



Ghazwa Alwani-Starr
King's College School,
Wimbledon, Bursar and COO



Dr Ian Young
Peterborough Keys
Academy Trust, CEO



Rebecca Hilsenrath
London Academy of Excellence,
Chair of Governors



Rob Stewart
Horris Hill School (Forfar
Education), Head



VIEW FROM THE RIVER

TEAM INSIGHT

Meet **Emma Hattersley**, Partner and new Co-Head of Schools Practice, Saxton Bampfylde

We are delighted to introduce Emma Hattersley, the new Co-Head of our Schools Practice group. Emma joins us from leading Godolphin School, where she has been Head since January 2014. A hugely talented educational leader and current School Governor, Emma brings a wealth of experience to the team and a great deal of interesting insight and ambition for helping to evolve and enhance the education sector.

You are new to executive search, but certainly not to leadership and education, how can your experience bring different perspective to candidates and clients?

My role in education is so much about people – the key participants who make education function. I think the skill of being able to put someone at their ease and be relatable whether that be speaking to a small child or a parent, a teacher or the Chair of Governors is extremely valuable. I have been able to see how these different stakeholders fit into the organisation and what is important to them and this will undoubtedly be of value in my new role.

I've seen things from the other side of the fence too, as an interviewee myself or an interviewer. I've had to ring up unsuccessful applicants for roles at my school. I have been able to see it from both sides and I think the element of empathy there is going to be very important.

The role of the trustee is so fundamental to the strategic direction of a school, and I understand the deep care and dedication that this role plays in our children's educational futures. I've been a school governor in a number of different schools – boarding and day, co-ed and single sex and I'm currently a governor at Fairley House in London and Port Regis in Dorset. When a school is anxious about appointing its next head or bursar, I will be able to understand it from their perspective.

The importance of up-to-date knowledge of the sector as a whole is really critical and the direction of travel particularly in these times of great change. I am very committed to keeping up that knowledge and believe that this will also benefit clients coming to us.

What in your view makes the best leader?

I don't believe that there's an archetypal 'best leader'. I've read countless books over the years about leadership. Ultimately, I think you have to 'trust your gut'. I've worked with and for some really excellent leaders during my working life. I think they all had some things in common:

“The best leaders surround themselves with excellent people, who can think differently and challenge, to create formidable teams that work together to move their organisations forward.”

Authenticity – you can only be yourself, otherwise it doesn't work, and that is where executive search is really important – matching the right leader to the culture and environment of the organisation.

Courage – the need to be brave and bold and sometimes make the unpopular decisions that you know are in the organisation's best interest.

Empathy – empathetic leadership is the way forward in my view. Being an inclusive, not exclusive leader. Yes, one has to be tough sometimes, but you also have to take people with you, listen to them and support them. The best leaders do more listening than they do talking!

In essence, the best leaders surround themselves with excellent people, who can think differently and challenge, to create formidable teams that work together to move their organisations forward. Being inclusive and not exclusive as a leader is key. The ability to capitalise on the raw material and talent of one's organization and thoroughly empowering it to the best of your ability is a key quality for a leader.



What is it about the Schools' sector that motivates and inspires you?

I love working with young people to help them thrive and develop and give them the best possible life chances. You can do this if you have the best leaders in our schools who can help to drive change and shape education to enable our children to achieve their full potential. That is what I aim to find in my new role.

It's also very rewarding helping those who aspire to lead to take the next steps and to encourage and affirm their talents and leadership qualities. I have experienced that in my own organisation to encourage people at all levels and to help people fulfil their potential – I've done this as a Head and as a Governor.

What do you think will be the key questions or themes for education, and particularly the Schools' sector in the short to medium term?

Top of the list at the moment for all schools is likely to be how to balance the books and still provide as excellent an experience as possible for their pupils. The question at the moment really is: are you spending money on teaching or heating?! That's the harsh reality of the situation currently.

I think there is a real question surrounding whether we have an education system which is fit for purpose. The pandemic

“The importance of up-to-date knowledge of the sector as a whole is really critical and the direction of travel particularly in these times of great change.”

has highlighted deep inequality within the sector – north to south with recent exam results being just one example.

The curriculum needs to be reviewed urgently – the Times Education Commission published earlier this year makes a good case for this and speaks a lot of sense. We need to think with a 10-15 year plan to determine educational policy, rather than in the 1-5 year cycles depending on the Government of the day. Our curriculum does still feel quite staid, and we need to move this forward and think about many developing areas. For example, Artificial Intelligence, skills for the workplace, and thinking critically, being innovative and responding to climate change. These all

need to be central to shaping the curriculum. This is a changed world and I am not sure yet that the sector is open enough to that. Perhaps we will see some much-needed reform of assessment but that must be in the broader context of curriculum change.

We cannot ignore the challenge of mental health issues which now affect 1 in 6 children. The next few years really do need to address this and help young people build resilience. Young people are anxious about their futures in so many different ways for example, whether to go to university or not, what career and job choices they should make, and whether they will be able to afford to buy a house. We do need to build in the resilience to deal with challenge and change, but we also need to be aware that there are those who are really struggling too. Lastly, and very importantly is the shortage of teachers, with record numbers leaving the profession. Somehow, we need to regain the respect that teachers deserve and highlight the fact that it should be a highly regarded profession in this country like it is in the rest of the world.

We should be looking at how we train, attract, and retain our valuable teachers at all levels of the profession. Heads are leaving but also are many of those relatively new to the profession. We, as a sector, need to cast our net more widely – there are lots of fantastic international schools and some of those teachers want to return to the UK. It would be great if we could increase the diversity of the applicant pool and encourage more women to step up

too. I see that as a real opportunity at Saxton Bampfylde to grow and support the widening and deepening of this pool.

What have you been most proud of in your professional career to date?

I have to be really proud of reaching the top of the career ladder in education and being a Head. I am proud of that as a woman and also to have enabled, empowered and encouraged other women. I'm not ashamed to admit to being an ambitious person and I've always been ambitious for the people and the organisations in which I have worked and lead. Being part of developing people within the schools I have worked has been fulfilling.

I am really proud to have seen my own school achieve national recognition in awards and leaving as it achieves its best ever examination results. I'm proud of

being able to play my part in a small way in shaping my school's future to enable those young people to achieve of their best. It's a real privilege working with young people and I am delighted that my new role still keeps me in touch with the education sector. We need great leaders for our schools now more than ever.

With the choice – pop on a podcast or bury your nose in a book? And please share any good recommendations!

I actually like a bit of both. If I'm exercising I quite like a good story to listen to – preferably historical fiction. I've recently finished the *Gudrun* series on BBC Sounds. It's an 11th-century Viking epic of love, revenge and faith, set in Iceland and starring the original Nordic heroine, Gudrun. They are short episodes which is handy too – I can thoroughly recommend. Great light entertainment while exercising.

My reading is quite eclectic. It includes books about education, teenage behaviour and books about business and gardening – the list goes on really. A book that I read just before the pandemic has also stayed with me and is one I often recommend to others. '*The Hare with the Amber Eyes*' by Edmund de Waal is a book I just couldn't put down. Again historical and biographical but incredibly moving – about de Waal's own family and the story of a collection of little Japanese 'netsuke' that get passed down from one generation to the next. It's really worth a read. **C**

Get in touch with Emma

✉ emma.hattersley@saxbam.com

“Being inclusive and not exclusive as a leader is key.”



Saxton Bampfylde

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

LONDON

9 Savoy Street
London
WC2E 7EG
+44 (0)20 7227 0800

EDINBURGH

46 Melville Street
Edinburgh
EH3 7HF
+44 (0)131 603 5700

www.saxbam.com

GLOBAL

Saxton Bampfylde is a member of Panorama - a global community of 24 leading independent executive firms around the world.

Asia. Australasia. EMEA. Latin America. North America.

www.panorama-leadership.com



FOLLOW US

@saxtonbampfylde
@SaxbamSchools