

Futurelab conference transcript

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World class buildings for world class education

Anthony Bravo, Crossways Academy

Anthony:

My name's Anthony Bravo, and thank you for the opportunity of coming to talk to you. What I wanted to do first was actually to check who you all are. Because I have to confess I've been dining out on this now for a good couple of years. So the first thing is, has anybody ever seen me speak before? Bargain, because it's a repeat. All right? So let's be really honest, that's the truth. So how many of you are actually teachers, or work in education? All right. How many of you are architects/builders/built environment? All right. And A N Other? Go on, give me a clue, what are the A N Others? Oh yes, software... housing... museums, OK. It might not be for the software people, certainly the museums and the art galleries. What I've got here, you can possibly take out some of the words which say school, and insert your own institution, and this will work.

Basically, what I'm going to try and share with you is the experiences I've been through in regards to building Crossways Academy, and to give you what I wish I'd had three years ago when I started the process. This is an idiot's guide to making sure you get a world-class building and institution. And there's a number of things on here which – I'll be honest with you – I'm only going to just flick through them and not even say a word about them, but they'll all be on the slides so later on, when the presentation's available, you can have the full details and look at all the areas. And I would say to you, any of you who are involved in a new build: if you're smart, take this away, scrub out any details about me on it, make notes on it, and you present this back to your people as your plan... you've got to make sure it all works... and you will be really regarded well, put it that way. There's no point in re-inventing the wheel, so I'm asking you to take full advantage of this in every single way possible.

So this is me, I'm the Principal of Crossways Academy. What I'm going to do is tell you what we've got, how we got it, and how you can get it. But before I start, I've just remembered. This is what they call the graveyard slot, because you've all had lunch, and I consciously didn't have any. There was all that food, and all that sticky toffee cake and chocolate and all that. So I'm actually going to ask all of you now to humour me slightly, so could you all stand up for a few seconds, please? Good, good, good, that's what I like. The first thing I'm going to ask you to do – you'll have to put your laptop down – is just to wiggle your ears with both hands. And this is really good, I've got you all doing that, yes? In truth, this does increase the circulation to your brain. Now what I'd like you to do – this is hard for some people – but all face that direction, and most of you will have somebody in front of you. If you have, just go up to them, and you rub their shoulders, please. Good, good, good, good. And now – this is the good bit – 180° turn, and you get your chance to do it back. Right, thank you ladies and gents, if you'll all sit down now... One, a number of you know each other better than you did before, and two, practically every single person was smiling, so that's a good start. And sadly or rightly, that is one of the criteria I use for judging success in Crossways. Obviously I've got all the bog standard quantitative things, like pass rates and all that, but the number of kids I see smiling is one of the things I think is really important.

Right, some really simple facts about Crossways, and I'm just really pleased and proud of these. Cost: £15.5 million in total; came in £5 under budget. Not anal, but I'm just saying: £5 under budget, and that included a £250,000 addition, which came in six weeks before the end of the build. Those of you who know about value engineering, which is a polite

word for cutting, I obviously went for a great deal of that, and that was a painful experience. And those of you who are involved in a new build, that is something you will have to be aware of, that you will have to value engineer at some stage. Right, the thing which is the reason probably why I'm here, is time to build: 44 weeks, start to finish; opened on time, on budget, with a fully operating IT infrastructure, which two years later has not had one minute of downtime due to it falling down. It's only had four minutes of downtime, due to the external electricity board cutting all the power supplies to the building. And I will tell you the secret, as subtle as it is, about making sure your IT system never, ever breaks down. And it's possible, it's absolutely possible.

We have what is called a smart building, which I'll go into more detail about, but that means when it was designed we took account of all these environmental factors, so the windows open and close electronically, depending on the carbon dioxide; there's under-floor heating, we recycle the rainwater... I'll talk to you about that in a moment. Student numbers: the building was designed for 550 kids; I currently have 788, so, as someone said, you're a victim of your own success. It's interesting, because it's very challenging, and you have to change the way you manage the institution in terms of opening times, stretching things, and we actually open now from quarter to nine to six o'clock, whereas when we started we opened from nine till four. And that's one way of increasing obviously your utilisation. The results I have to say I'm incredibly proud of: in the first year we got a 96.6% pass rate, last year a 98.3% pass rate at A2, which is well above the national average, which I have to say, for an institution in its second year I think is phenomenal. I'm very proud of that, so well done to all my kids.

Right, the ethos: this is where you start getting into it now, this is when you start thinking about the vision and the concepts you're going to have. Some very interesting ethoses which were put across; one before I was employed was: there would be no staffrooms. And that's an interesting one for you as teachers, yes, there's no staffrooms. I have got three rooms from that wall to maybe the end of that table, which house all my staff. So if I've got three rooms, and I've got about 50, 70 staff, teachers, you're getting about 15, 20 in each one. They've each also got their own laptop, and we really do believe in what you call hot-desking. What happens in reality: people do tend to sit in their own places again, they put their books in certain places, and they take over certain places. But if you only have a certain amount of room, then it works. What you have to do is compensate for some other factors like the conversations you could have in the staffroom; and the way you compensate for those is by having in our case very good IT and a very good MIS system, which allows there to be communication between staff about students. Because often, you know, if you're in a staffroom, you say, oh, Joe Bloggs is a right one; yes he was messing around in my lesson as well; you'd lose that if you didn't have staffrooms. And that is something which we've sorted out, and I'll explain that to you later as well.

IT: I had a very simple philosophy - IT had to underpin every process, where appropriate. And I added the 'where appropriate' bit on because there are some things it's still cheaper and better to do on pen and paper. It's sometimes cheaper, rather than having a server to store all your films in, it's sometimes cheaper to go to Tesco's and buy a DVD player and plug it into the projector. That only costs you £49, rather than having a server for £4,000 with all your film on. So there are lots of things you need to think about. I love IT; I don't understand it; I know what I want it to do. But I'm not completely blinded by it.

And the café, the food, that was a brilliant concept. There wasn't going to be any. And this is in the middle of a residential area with no food outlets. And luckily - or unluckily, whichever way you look at it - I'm a single person, and because of that I don't eat as regularly as I should do, so food is really important to me. So I made sure that there was really good food in the Academy. And how we do that is, you don't go to a company called Scyyyrest under any circumstances, if any of you have heard of them; you get your own people in. I made that mistake. I met them, and they were sitting there, really good salespeople, and they took me to Victoria Station, showed me all these little cubicles, and this is what we'll do for you. I believed them, because I am naïve like that. And I got to my

governors' meeting. Fortunately, my governing body was made up from my feeder schools, who'd all had experience of Scyyrest. I'd never seen such a level of emotion, ever. And you know, this is half past eight at night, you're thinking – you're getting ready for the end of the meeting – this is a rubber-stamping exercise, which turned into a full-blown debate about the criminality of Scyyrest poisoning our children. And that's the emotion some governors had. So that's where we got a £¼ million variance just before the end, when suddenly I had to find the money to put a kitchen in. So that happens, but that's life.

So right, this is what it looks like. Actually that's a lie; this is what it used to look like. And it's changed since then, and one thing I am famous for is, if I make a cock-up, I'll admit it. Here the mistake I made was around sound transference, and I'll come back to that later, but you can see there, all that lovely open-plan design looks beautiful. Yes, it looks beautiful all right, that top floor is my LRC. You were in the LRC, and you could not hear yourself think, because of the kids on the ground floor, not being noisy, but just talking and having a laugh. So we've ended up actually glazing the top area and this area, and this area's still all open, but those two top areas are now glazed in, just because it's better.

But anyway, what we've got, all the systems are on IP. That means if I get burgled, cameras take a picture of the burglar and e-mail them to my facilities person. You can see the entry, you will not get into Crossways Academy without your swipecard. It's most critical, and it's really important for me from a safety point of view. Because I want kids to be safe there, and so if you let somebody else use your pass, that's the most guaranteed way of getting suspended in Crossways. CCTV: every corridor, all the large public spaces, but not the individual classrooms, are covered by CCTV. This has proved invaluable, and there are numerous examples I can give you where an external has been in, and we've been able to identify them, where someone has stolen something and we've been able to see them stealing it, catch them and get it back before they've even got out of the building.

Our phones are all these Cisco smart phones, which means that they can read out your e-mails to you; and I can go to any phone anywhere in the building and put my code in, and that turns into my phone, things like that. E-mail: the computer reads out all my e-mails to me, I can get my e-mails anywhere in the world. I have something called a VPN, which means everything on my computer is replicated at home. The windows, as I mentioned, open and close depending on the carbon dioxide levels in the room. If I talk too much the windows open, if it starts to rain, the windows close slightly, so the kid sitting next to the window doesn't get wet. There's all those sort of things. But what's important is that when we were actually building it, or once we opened, we were able to negotiate with the people who had supplied those and make changes to them, which were made over the internet. They didn't even have to come in, they just changed the specs over the internet. We capture all our rainwater and use it for flushing our loos, and the whole building is completely wireless. So you can have your laptop, walk round the whole building, and it works. What difference does it make? We were able to do our timetabling online straight away, every lesson is delivered online. So that means the girls who belong to the Millwall Football Academy, who miss lessons every Wednesday to go and play away matches, are able to catch up on all their notes, because they're all there and online. Anybody who's away from school is able to catch up because the stuff is there and all online, and they can get it from any internet-enabled PC in the world. And that's a useful thing for helping to reduce the digital divide - because not everybody's got a PC - and one thing I do is, I say to kids, if you haven't got a PC and you go to an internet café, you bring the receipt – it's never more than 50p or £1 an hour, and they're not going to spend more than three hours at the most doing work in an evening – bring in your receipt and I'll refund that for you. So that actually has completely eliminated that divide.

One thing you'll find out about me, I'm very practical when it comes to solutions. When you hear about the windows, you'll love that, how we clean them. Even better, actually, the lights turn themselves out, all at eleven o'clock at night. All the lights in the building go out except for the emergency ones, so even if you've left the lights on, they switch themselves off, to save power. I've also got it now so all the computers switch off at a certain time,

because people leave computers on all the time. So again, that saves you power. The fire alarm was an interesting one. Our lessons... you register in your lessons online, a teacher takes a register online in every lesson. And it occurred to me that when we have a fire alarm, everybody goes out of the building, but because everything's online, how are we going to know who's meant to be there? Because the computers might have melted or the server might have melted. And so I spoke to the IT people and said, can you make it so that if the fire alarm goes off, it prints out everybody in the building at one time? Because we know they're in the building, because they've come in through here, and they've all been swiped in. And they said, oh, we never thought about that. And you know a week later, now, when the fire alarm goes off, five strategic printers around the building next to the exits print out a list of every person that's in the building. That's what it's about, just trying to be smart with the IT. It's not clever, it's just trying to be a little bit smart with it. I use those thumb-print recognitions just because I thought it was sexy; sorry, no excuse. We could have used passes, but I just thought, thumb-print recognition, I remember it from when I went to America, I think that looks cool, so we did it. And it hasn't broken down, so that's quite good.

A very important point: if you come round my building you'll really notice there is no graffiti, and all the walls are white. All the walls are white everywhere except the corridors, the stairwells. The stairwells are a different colour, so that when I look at the CCTV, I can tell where I'm looking at. Because it doesn't make sense to me, east wing, south wing, west wing, I'm a bit simple like that. I know the red stairs and I know the blue stairs, that's much easier to understand. But there's no graffiti - I've got nearly 800 kids - the amount of theft I've had in terms of computers and hardware... I've lost one laptop in two and a half years, which apparently is really, really good. I haven't had any of this rubbish with the mouse balls being stolen. I will show you somewhere else that I have laptops and computers on display permanently, which are open access use. I made it very clear, if they get damaged, they get vandalised, then they're gone. There's nothing for you to use. And because there's such a high demand, even though I've got almost a ratio of one and half to one of PCs to students, there's still a tremendous demand for them. And the kids are respecting the equipment. The kids are respecting the equipment and respecting the environment. So we're really lucky, we're not having much theft at all, which is really, really good.

Access control, that's the cardswipe system and all things like that... really important, because you get to know the students, you know who the students are, and you can have a record; and you might have heard of EMAs, some of you: Educational Maintenance Allowance; the biggest source of complaint in the world if you have got an IT system like mine, because I know, I really have been there. So all the waffle you want to give your teacher - actually I was in the lesson - I can actually go and check on the cardswipe to see if you were in the building; and I've done that with a parent, and gone through and said, look, your son did not arrive in the building until this time, they could not have been in the class. And it's actually very powerful. Link that with then showing an image on your interactive of the classroom with the son walking in with a clock by it at what time, and it becomes very convincing, very very convincing. Oh, those of you who are in senior management might realise how anal I am in the sense that I can actually monitor the registers. If registers aren't done within five minutes, I can know. And I can actually go up to a class and knock on the door, and say, excuse me, is there a reason why your register's not done yet? And you may think that's sad, but if the biggest complaint you get as an institution is the registers being wrong, which affects EMA, as I said before, you have to manage that, and that's what I do. I tend to manage anything which is an issue. So I know if any of the registers is late, I know.

And we use the MIS system we've got, which is really good, for monitoring performance and achievement, so I know the grades, I know their attendance, I know their punctuality. The parents can log in and check the punctuality and attendance of their kids as well. All of that is held on a system which has got their grades, got their assignments and all that, which is a slightly different system from the virtual learning environment. All the homework

is handed in online, as I've said already, and parental access, that's come now. And we did have some sponsorship from our local New Deal for Communities. I gave all their kids laptops, and they didn't give me the money, so I'm not giving them any this year, which is bad.

Right; to make this all happen, you've got to have a vision. Apparently I'm a visionary. That means I'm no good at detail. I'm honest. Apparently I'm self-aware. I'm no good at finance either, that's why I have a really good Finance Director, and that's why it all came in on budget. I know these things. If you know what you're crap at, get good people in to deal with them. But a vision, the vision is what it's about. You have to be really clear what you want. And I know that I wanted a world-class institution with the best IT in the country. I know I've got that now. And you have to be clear about that. But what you have to do is make sure that it's clear, it's simple, you can share it, it will drive everything through. You have to make sure your Local Authority are involved and they actually agree with it. And you use this to determine the whole design process.

Right, this is the idiot's guide bit. These are the things you need to make sure you do if you are building a new building. I'm not going to read each thing, because it's obvious, but I'm telling you, if you do not do these things, you will have a cock-up, right? It's simple. You've got to make sure you've got the money. You've got to make sure someone is in charge. You've got to work out how you're going to tell people about it. They're all obvious things, but I beg you and implore you, if you're responsible or being involved in a new build, take this, and make sure you've put a tick by each one if you've done it. All right. This is a whole list of... not issues, but these are things you need to be aware of, which may or may not impact on you: the way you're going to organise it, workforce reform, which you've heard of, obviously what curriculum, IT, behaviour... again, I'm not going to read all these. You will know with your own institution how these things can actually have an impact. If any of you want to ask me about any of those, how they impacted on us, I'm happy to say. Community input and extended schools is an interesting one, because the funding for BSF doesn't really push as much as it should do for extended schools, but that's another story.

OK, now, this is it. This is the only bit you need to listen to. If you are responsible for building a new institution and you want it to work, this is the bit you've got to pay attention to: have the head teacher involved from the start, 100%. If the head teacher's not involved, they'll end up with a building they don't like, and they'll curse you for it and blame you for it. The head teacher needs to have – this is targeting the local authority people, if there are any local authority people here - you must give the head teacher additional support. You cannot run a school and build a new school at the same time. It will not work. One will suffer. If the new school suffers, then you're going to have a legacy to live with. If the old school suffers, everybody's going to get in trouble because your grades go down. If you can – this made a phenomenal difference to us – have the architect available all the way through the process - because when you come up against these concepts which I don't know anything about, the difference between steel and wooden strutting in the ceiling – but if you've got an architect who knows what his original vision was around the building, and knows what alternative materials can be used, it makes it a lot easier.

The absolutely critical thing... this is the absolute critical, critical thing: you have one provider for all your building and mechanical works; so doing the lifts, doing the kitchen, doing all the building work, one company does that. And for us, we used a company called Wilmott Dixon, and they subcontracted everybody to do everything for the building works. So I only had to deal with one person for the building. To make the IT work, you can only employ one company. I promise you, if you employ more than one company, you'll have one person sitting there, and one person sitting there, talking to you in a foreign language called IT, telling you why your system isn't working. And you'll be sitting there, having paid them, not knowing why it's not working. If you have one company, you sit there, and I say to you, you make it work. You're responsible. Absolutely critical. Then what you do is, you say to them, actually I've seen this language lab, which has been designed by such and

such a company, and it cost £8,000. I want you to get that language lab for me, and it has to be obviously fully integrated into the IT infrastructure. I want extra cameras put in. You have to integrate them into the IT infrastructure.

All right, so you have one company doing everything to do with the IT, and you say to them, anything I can find, you have to provide at the same price - because they can obviously go and do that - or a cheaper price, and they have to answer to you and be responsible for everything working. The way I actually did it, was I said to them, listen, this IT system has got to be red-hot and reliable. And they said, Mr Bravo, that's not a technical term. And I said, well, to be honest, red-hot means: if I can go to any other educational institution in this country, and they can do something which I can't do, it's not good enough. OK, fine. And reliable means, if it ever breaks down, I will kill you. OK, you can't always get away with that, I was a kick-boxing champion, so it helped in that negotiation. But what you do is, you put big penalty clauses in, obviously. So you are very clear. I have one of these systems which apparently is like a Mercedes engine, where if any bit breaks down it switches onto another bit, and it keeps working. That is why my system doesn't break down, it's got a lot of redundancy, apparently - that's a technical term.

Furniture: same again, have one company do all the furniture. And they may source it, they may not source it, but you have them doing everything. What you have to do with them is make sure it all works together. What I got wrong - almost - was making sure the locks which tie the computers to the desks all fitted. And then so I ended up having a meeting with the IT people and the desk providers, saying look, the locks don't fit; I have got no more money, how are you two going to sort it out? And they sorted it out. You've got to meet everybody every week, and have a partnership approach: really important. A partnership approach means if you make a saving, you share the saving with the partner. If they go over budget, they have to pick up the difference. Local authorities love that.

Right, it is down to one on one contacts. It's about you building up a relationship with the people who you're working with; that's absolutely critical. I'm rubbish at loads of things, project management is another one of them, so I made sure I had a really good project manager. You need a good project manager, somebody who's really into detail. This is another fantastic thing which will save you money, an independent cost controller. We had a company called Curry & Brown, who I never knew of before, and they knew about what was going on, and they could challenge the builders when the builders told us this thing's had to happen, because they knew these things didn't have to happen. Involve all the stakeholders from the beginning. Oh, and these are things you can get wrong. I knew about this one beforehand, and I still... Money for books. I spent all my money on IT, nearly, and when my boss came round she said, Anthony, where are the books in the LRC? I said, it's a Learning Resource Centre, we have computers. She said, get some books. I said, I've got no money. So she had to make me a donation of £20,000, and we've got loads of books now. And I do buy books.

Size of desks: I bought the same size desk for everything. You put a computer on the desk, and there's not enough room for the computer and the books. You know, I'm honest: I made some mistakes. Catering: I didn't get that wrong, but we had to add the catering later on. Not so obvious things: sound; that was the biggest error I made, in terms of open-plan. We had all the consultancy, we had everything that was up to every spec, but the reality was, the sound came out of the ground floor, bounced off that glass wall at the front, and into the LRC, and we resolved that by glazing it over, obviously at the cost of the builder, because it wasn't fit for purpose. Security: the passes, keeping the PCs safe. Window cleaning: a lovely one. You saw that lovely picture at the beginning, how big that front building is. We had these massive debates about having cradles and all this, how we were going to clean them. One day I was outside, I saw this bloke on the other side of the road with a big pole cleaning the first floor of this house. I said, have you got one of those poles which could do across the road? He goes, well not here, but I have at home. So you've seen the building I've got. I get my windows cleaned for £50 with a bloke who comes along with a big pole and cleans right up to the top. So all that stuff about cradles all

proved to be irrelevant. See how big they are? That's £50 for the whole lot. I think that's quite good.

Right, what does it actually mean? More kids have gone to university from North Lewisham than ever before, as a result of Crossways Academy being open. 85% of our kids got into university last year. More kids have got higher grades at A-level, A2, than ever got it before from the same cohorts of kids. Like I said, we're up to 98.3%. We are the technology backbone for the federation, which means that we have free phone calls between all the schools, and things like that, and we can transfer student profiles. And I have to say, a really important thing for me is the partnership I've got with Redstone. There are so many examples I could give you of how they've bent over backwards to be a really brilliant partner, and that's why I'll publicly say, if you're involved in a process, and you have to choose an IT partner, I would choose without hesitation Redstone. And I will say it publicly, if anybody works for RM, it's a shame, I hate RM. RM I went to before I laid a brick and said, I'm going to build a world-class institution. This is your chance to showcase it. What they did was say, yeah, yeah, yeah, sent me away. When the tender came out for one a half million quid, then they were all over me like flies. I'd done all the work, so I really resented them wanting to have anything to do with it.

Of my 70 academic staff, I've had three staff leave in two years. I think that's good. I think that means my staff like being there. And I've had all these consultants coming in and asking them all if they're happy, and they all say they're happy. The only trouble is, now they've all got such a brilliant set of IT skills, because everything's done on IT, whenever they go for a bloody job interview, they get the job straight away, and I will lose them. I knew always that after three years it was going to start happening, but that's life.

So have lots of health checks, general snagging will be an issue, but just keep a big retention figure, and you'll get all your snagging done. Be clear from the outset, everybody knew working with me it was going to open on time. There was never any question about it opening on time, and it did. And then it had to be on budget. Just go on and on and on about the timescales. Let there be no movement in it. Focus everybody. You as the head teacher or the project manager have got to be responsible, and at the end of it, believe in God, mate, because acts of God can really bug you. So believe in God and it might work for you. Have faith. That's all I wanted to say, that's spot on time. Excellent. Just like Crossways.

[Inaudible question]

Anthony:

Right, I'm known for being really honest. I think extended schools is a wonderful idea in concept. I have this issue about who pays for it. If you give me the money to run evening classes, I will do them. If you ask me to run evening classes and don't give me any money, I won't. I used to run all the adult education in Islington and things like that, so I've got a commitment to adult education. But we designed the school so that it could be zoned off. So what we can do is lock off parts of it, so people can't get into it, and they can still use the hall, they can still use the gym, they can still use the dance studio, they can still use the catering. But then my classrooms and all the IT equipment won't be exposed, so that was the main thing we did in terms of the building. What I've done in terms of the management is I've got somebody who's got a management responsibility for looking after the community. And that's her job. We have lots of lettings, we have art galleries... I want to be a good neighbour. But, I'll be honest, I don't use the building anywhere as much as I could do. But someone's got to pay for it. That was an easy one.

[Inaudible question]

Anthony:

With the IT, I think we've got a fantastic model. I have a head of IT, who's one of those techy people who I trust, who's on my side, who can understand it all. I have what's called

a managed contract. So I have a technician from Redstone, who's there for 220 days a year, which is all the time I'm open. Something I forgot to say which is really, really important: get one company to build the IT infrastructure for you, and make sure that same company is responsible for managing it for the first couple of years. Because if you don't, you'll have that same problem: when you find out something doesn't work, somebody'll say, oh well, it's the people who installed it, and the other people'll say, oh no, it's the people who are maintaining it. Have a break clause set after one year, though, so if you don't like them you can get out of it. But obviously I like mine and I've maintained that. So what we've got is an IT infrastructure which is robust enough to have all the other schools' e-mail hanging off it – so I've got four other schools in our federation, and all their e-mail hangs off mine – all the telephone systems can hang off mine... I don't know what it is... it's Cisco Voiceover IP... I'm not technical, I don't know what it means. But it means that we get free phonecalls between all the schools, and it does all that reading out of the e-mails, it's very useful.

[Inaudible question]

Anthony:

Oh yes, we can... lesson plans, the virtual learning... everything is shared online. Everything is online. So yes, you can do that with it, definitely.

[Inaudible question]

Anthony:

The finest one was getting invited to the Nobel Peace Awards, to do this same speech, so that was a good opportunity. I don't know. The opportunities in terms of the kids: obviously they're doing better, and I've explained what that's doing. The staff are all developing. For me, we've made a real community resource, and the vast majority of the community like us and are involved, and are actually using us. What's nice is, there's a part of the community which actively were against there being a sixth form initially - they wanted a school - and they have actually gone 180° now; and they're called the Telegraph Hill Society, and they actually put on all their art shows there now. And the dance academy we've set up, and all those things. So I don't know what there is next. I'm one of those people... it's looks like I've got lots of passion, but I go with the flow quite a lot, and life happens. If you keep your eyes open and you have a positive attitude, you'd be amazed at what happens to you in life. You don't have to plan things, it just happens, I find, anyway.

[Inaudible question]

Anthony:

Yes, absolutely. One of our five core statements is that IT underpins every process, where appropriate. And if you have that as a start point, you find that everything from the registers to access control, to keeping notes on the kids, to doing the EMA... every single process is IT-based. And if you get good people involved, and you know about software... you might know more about it than I do... but I know that - obviously we've got a good VLE – but there's this new stuff called Microsoft Share Point, or something – I think it's called that – and if I was in my position now, I would go for that, because it actually provides you with an IT framework which allows everything to work together. So if you build a new school now, you can't build it without it being completely underpinned by IT, or else you've made a real cock-up.

[Inaudible question]

Anthony:

I would say it's made a difference to every set of kids. I think that kids in different cohorts, like kids in Special Educational Needs, kids who are gifted and talented, if you can find the right extension activities for them to do, you find that the IT facilitates that, because it gives the teacher more time to do things. The biggest issue is actually getting really good

content for the kids to use. So yes, I can say – and if you talk to the kids, they'll certainly say – that the IT has made a difference to their learning, definitely.