

# eBulletin

Friday, 5 February 2021

Dear Grey Court Community

In this week's bulletin we feature Mr Khan (who you may have already seen on Channel 4), the launch of two House competitions, our Ground Force crew battling the elements, and our resident wordsmith entertains us with his point of view. In addition, some of our Y9 students were lucky enough to be invited to join a project where they had a virtual meet with the author Tom Palmer to discuss his book *After the War*. They were then tasked to produce a reflective piece of work and four of the students' work was selected for the final project. Congratulations to these students! More information can be found on page 3.

**Safer Internet Day** will be held on Tuesday, 9 February. Discussions in tutor will focus on fake news and conspiracy theories during the pandemic. For more information please see page 2 of the bulletin.

The **Y9 Parents' Evening** will be held on Wednesday, 10 February. You should have received information about the evening and how to book your appointments. If you have not received any correspondence about the evening please contact Mr Ridley, Head of Y9, who will be happy to assist you.

Should you have any concerns with your child please contact my PA who will arrange for you to have a Google meet or a telephone conversation with me.

Lastly, I would like to wish you and your family a happy and relaxed weekend.

Kind regards—Chris Rhodes

"Going above and beyond for every child, every day." Chris Rhodes, Headteacher



EVERY CHILD,  
EVERY DAY  
ACADEMY  
TRUST



**Personal Development and Wellbeing is now more important than ever and is still being delivered through weekly tutor time activities.**

In the week beginning 8 February, students will be exploring:

**Y7:** 'Your Words Matter' - how 'banter' can often be offensive. This unit has a specific link to LGBTQI+ inclusivity.

**Y8:** What does it mean to be 'British'? Students are continuing with their unit of work on British Values.

**Y9:** Taking risks with money, including the hazards of Squares and online gambling.

**Y10:** What is 'up-skirting' and why is it illegal? Students continue with their unit of work on Healthy Relationships.

**Y11:** The importance and arguments for and against organ, blood and stem cell donation.

**Do you work in any of the following sectors: catering, animal care, creative, horticulture, construction, science and sport? We need your help!**

We are currently looking for any parents/carers (or contacts in the local community) to take part in a careers project supporting our students. It will involve filming a short video about your job and the best thing is you can do this from the comfort of your home! Please get in touch with Bernie Corrigan if you would like to participate.

[bcorrigan@greycourt.org.uk](mailto:bcorrigan@greycourt.org.uk)

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## Safer Internet Day

**Tuesday, 9 February 2021**

The theme for 'Safer Internet Day 2021' is

**An internet we trust: exploring reliability in the online world**

Discussions in tutor time will focus on conspiracy theories and fake news in relation to the pandemic.

Please see the attached poster (at the end of this bulletin) on 'How to Spot Fake News'.

It is important that parents and carers are also engaged and informed to ensure their children can get the most out of the internet. The international focus on Safer Internet Day provides an opportunity for parents to have conversations with their children on this important topic.

Richmond and Kingston Safeguarding Partnership has issued two useful videos: safer at home [part one](#) and safer at home [part two](#) to help parents understand issues around online safety.

Further support and guidance can be found at:

[Safer Internet](#)

[NSPCC](#)

Please contact Ms Price if you have any concerns regarding on-line safety.



## Team Ground Force

Within the Japan-UK Joint Declaration on Prosperity Cooperation made by Prime Minister Shinzo Abe and Prime Minister Theresa May, the two leaders welcomed a proposal from the Japanese private sector to donate cherry blossom trees to the UK as a symbol of our relationship. 6500 trees have been donated to various community locations across the UK.

Three cherry trees arrived at school this week to mark the 2019-20 Japan-UK season of culture. **The team spared no time in getting them into the ground—even in the rain!**

**We cherry-ish this team!**



## A BIG THANK YOU!

A very special thank you to **The Palm Centre** for donating some shrubs to the school.

**Get your garden ready for summer.** **The Palm Centre** situated in Ham Street opposite Riverside Drive have a host of wonderful trees, shrubs, ferns, herbaceous and indoor plants.

Although they are temporarily closed due to the lockdown you can still order online via their [website](#)

## #KS3

**Holocaust Memorial Day** is held every year in January. As a Holocaust Beacon School, we, at Grey Court, view this day especially poignantly. In September 2019 a survey from the Holocaust Memorial Day trust showed that 5% of adults in the UK do not believe the Holocaust happened - a truly shocking statistic.

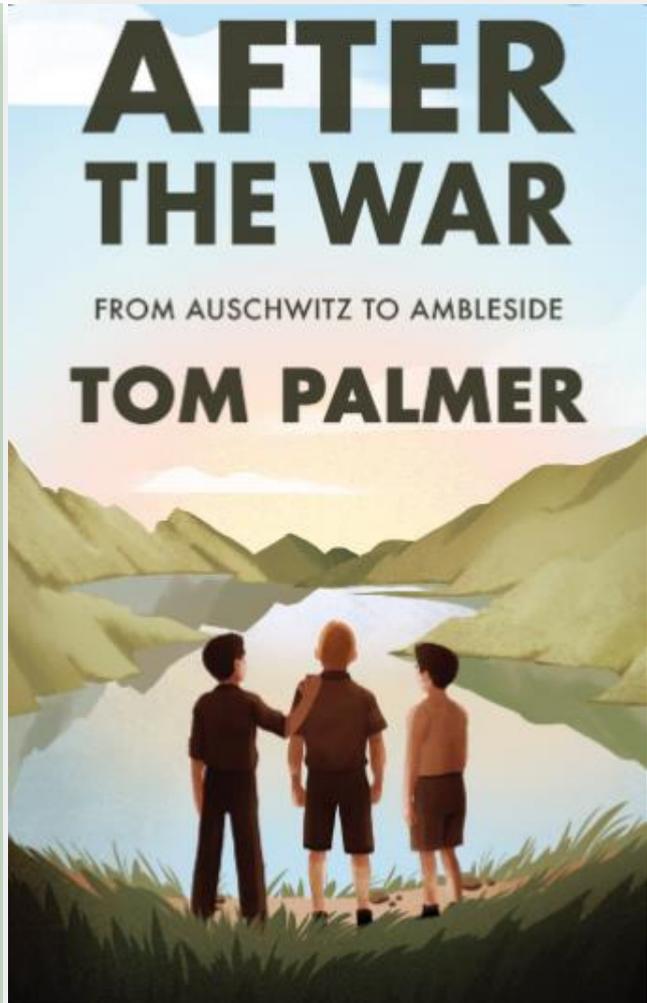
This year, some of our Y9 students were lucky enough to be involved in a project led by Hampton School in Richmond borough. Students were given a copy of a new book by Tom Palmer, a well known children's author. Tom has recently written a new book 'After the War' about a group of children who were taken in as refugees by Britain following their liberation from Auschwitz, one of the most infamous sites linked to the Holocaust. The book follows their lives as they adapt to their new home in the Lake District, and as they try to move on from the horrors they have been through. The students joined a Google meet with the author, Tom Palmer, where they got to ask him questions about the book, as well as writing. We are really grateful for Tom for giving up his time to do so.

Following the meet students were asked to produce a piece of reflective work on the book, as well as a similar story close to the School. Mr Lawrence (Hampton School) and his students have researched a similar refuge story linked to a house in Twickenham, Lebanon Park Road. Feel free to watch the [video](#)

Well done to all the students involved. Four of our students: **Jannat H, Amelia S, Gaga M, Koyuki L** had their pieces of work selected for the final project which can be found via this [link](#)

The book is highly recommended by all our students who read it!

Mr Day + the History Department



## #KS3 STEM CHALLENGE

### The Bright Ideas Challenge

Enter and you could win £10,000 for the school. Shell are looking for students' creative solutions to power future cities

The Bright Ideas Challenge is designed to spark young people's curiosity in science and engineering and to help deliver the curriculum in a fun and engaging way. We've also aligned the resources to careers strategies across Great Britain, making it even easier for teachers to provide quality STEM careers inspiration in the classroom and remotely.

Click [here](#) for information on how to register.

Competition closes on Friday, 21 May 2021.



**WORLD BOOK DAY**  
4 MARCH 2021

**World Book Day Is Just Round The Corner!!**

This year will be slightly different because we will be bringing back the fancy dress part of WBD which means...PRIZES!! Dress up as your favourite fictional character for the day. Your teacher is going to love it when you attend their lesson dressed head to toe as Gandalf, or The Grinch, or even Gangsta Granny. Get prepping.

**AR Stars of the Week**

Accelerated Reader Stars are chosen because they have excelled at AR, whether it is by passing a lot of quizzes, earning lots of points or maintaining a high average pass percentage. These particular students should be praised and rewarded.

<b>7aL</b> Jack Bolsover Goard Lillian York	<b>7bL</b> Gabrielle Judkiewicz Indira Peters-Sutherland Sophia Trybuszewki Isabella Worth	<b>8aC</b> Thomas Faulkner Gavin Putra	<b>8bC</b> Anusha Ejaz Indie Kieg-Pawsookar
<b>7aV</b> Luke Gilbert Oliver Hislop Louis Tanner Alex Van Dyk	<b>7bV</b> Kin-Yee Leung Mali Westbrook	<b>8aL</b> Millie Dodds	<b>8bV</b> Claudia Jimenez Peraleda Leonard Mavale Tobias Plowman Agnes Radek Joseph Woodall
<b>7aX</b> Dylan Ellis	<b>7bX</b> Ben Clark Florence Lavercombe	<b>8aV</b> Fabio Gohar Maja Hehir	

**Carnegie Book Club!!**

The Carnegie Medal is the one of the most loved children's book awards, recognising outstanding writing and illustration in books for children. The book club will take place once the shortlist is made public in March. To register your child's interest please email [djohnson@greycourt.org.uk](mailto:djohnson@greycourt.org.uk)



**Stuck 4 Something 2 Read??**

Richmond libraries have been running a review writing competition, Cover Story, for 11 to 14 year olds. There is also a fantastic list of books to choose from. [https://www.richmond.gov.uk/cover\\_story](https://www.richmond.gov.uk/cover_story)



**Digital Escape Room**

Get your team together and have a go at this Alice in Wonderland inspired Escape Room.

**[THE CLOCK STARTS NOW.](#)**

# Y8 Poetry Club

What is older - the spoken word scene or the spoken word itself? The idea of performing poetry is not new, we have an archaic tradition of reciting, remembering and performing stories. Stories that are repeated from person to person passed down from generation to generation, our voices undulating, our breaths pausing and the pitch rising and falling as we 'perform' our narratives. Each iteration of the story evolves into something different, perhaps more musical, or even more lyrical but never quite breaking out into song. Performance poetry has stood the test of time and we can all consider ourselves performance poets.

Last week our wonderful Y8 poems were inspired by different themes and then performed their beautiful poems. Saying a poem out loud brings it to life, it strengthens your voice and it's been amazing watching these lovely Y8's grow in confidence as they perform their work. Have a read and enjoy!

## Home

Home is a place where you feel loved.  
Home it a type of thing that most people enjoy.  
Home is a feeling.  
Home is a heart.  
Home is a birthplace that can never be exchanged.

Does the world care if you have no home?  
The answer is no.  
What if there was no such thing?  
How would you feel?

Home is a home.  
So don't go around trying to take it,  
Because then you have to pay,  
for all those miseries,  
all the mistakes.

Home can never be exchanged.  
Home is a story that can never be told.  
Home without a heart is a shadow.  
- **Eimante Anikiejeva**

## **Normal...Right?**

It's comforting, most of the time  
Siblings who claim every 2 seconds that everything's  
'MINE'

Wanting to sleep in on a Saturday  
My parents thinking otherwise on the contrary

Going to the park, cheerful at first  
Yelling so everyone can hear, I think they've got a  
shouting curse  
I'm telling them to be quiet  
Everyone overreacts, here comes the riot

Finally at home, it's movie night  
Choosing the movie always causes a fight  
Movie's over time for bed  
Nah, I think I'll stay down here for another hour instead

Seems chaotic, what can I say?  
This has been my life, since the very first day  
My family's household is like its own biome  
Welcome, this is my story, this is my home  
- **Amaani Akbar-Qadri**

## **Equality Must Prevail For Life To Bloom**

I'm breathing, my lungs are singing,  
my heart is pumping and my blood boiling.  
Is that not proof enough for you?  
That I am living, tinkering and thinking about my life.  
Why do you treat me as one of your robots?  
Why do you slaughter our children?  
For our ivory tusks or for survival?  
You don't need our meat to survive.  
We dance with water , sing with fire, play with the  
wind  
and roll in the soft dirt.  
What about your kind?  
We only see you dancing on dead trees, singing inside  
marble, playing with wax and rolling on dead birds.  
You may think you are the good guys  
but in our eyes you are the killers.  
We are the spirits of equality between humans  
and equality between your kind and animals.  
- **Shiven Kothari**

We'll be carrying on with the idea of poetry and performance for the next few weeks, we'll be rap battling, having SLAM poetry competitions and learning the art of poetry improv! If this is something you're interested join us on Google meet 3-4pm on Wednesdays!

Ms Vairavanathan

# #Y8GraphicsClasses

# #WeLove 😊

Students have been exploring the visual graphics of typography and how it is used effectively to capture customers' attention.



# FOOD + NUTRITION

Ms Clark

Another busy week and time again to celebrate our wonderful students. As always, difficult for us to choose, but these students have been picked this week for their brilliant engagement over lockdown and it is a real reflection of their hard work.

## Chefs of the Week this week are:

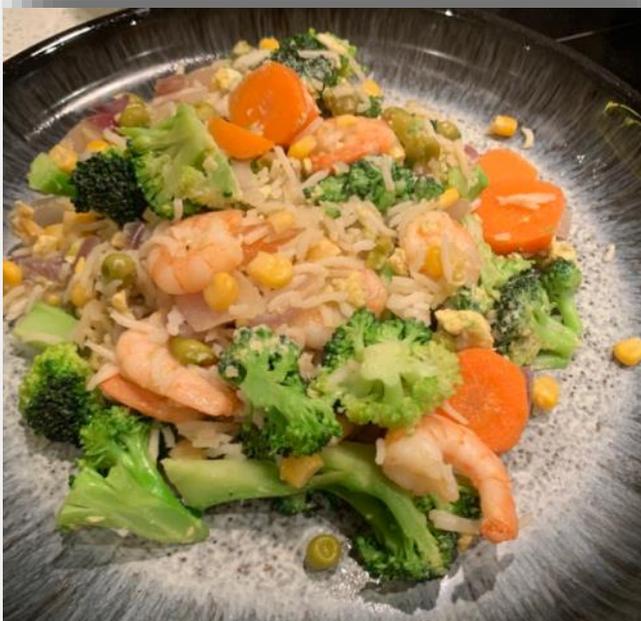
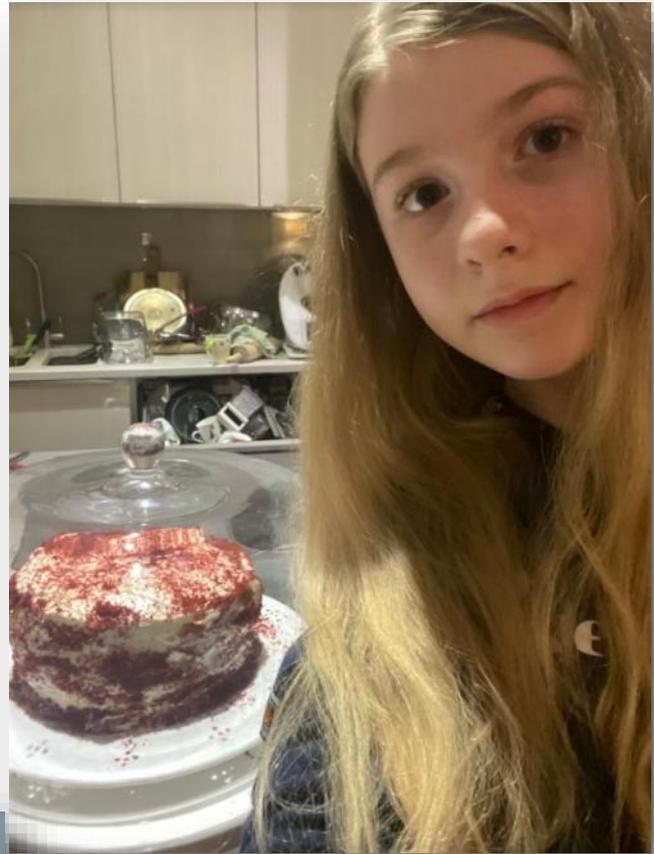
**Tejan Patel**

**John Guard**

**Alkinoos Andraos-Doukas**

**Annabel Locherer**

Keep a lookout for some exciting, foodie house competitions over the next couple of weeks and something to do during those screen breaks!











Mrs Anjum discusses climate change this week, generally and in relation to food production. It is good to think about what we can do to make a small difference and have a positive impact on our environment. Check out David Attenborough's documentary on Netflix, where he discusses sustainable fishing and the detrimental effects of intensive agricultural farming.

### **Climate Change**

*A climate change is the alteration of temperature over a long period of time with a typical weather pattern in place. Since the mid 20th century this change became more prominent and worrying. It is largely contributing to increased levels of atmospheric carbon dioxide produced by the use of fossil fuels. No doubt, we are contributing to the earth's temperature by cutting down rainforests, farming livestock and using finite resources such as coal, gases and oil. This eventually adds up to an enormous amount of greenhouse gases to those naturally*

*occurring in the atmosphere increasing global warming. Gases that contribute to the greenhouse effect include water vapour, nitrous oxide, methane and carbon dioxide. Thus a warming that results when the atmosphere traps heat radiation from earth towards space.*

*On average some regions of the earth are becoming warmer in temperature. A stronger greenhouse effect will warm water in oceans and will melt the glaciers, adding further rise in sea level. Extreme climate change can lead to drought, shifts in rainfall, floods which further steer to loss in crops worldwide, food production could fall and certain species in the world may be driven to extinction.*

**Although carbon dioxide can increase the plant growth, the plant may lose its nutritional value. Climate change can cause a new pattern of pests and diseases to emerge, affecting plants, animals and humans and posing new risk for food security, food safety and human health. So the question is how warm the world has got now and what can we do to help stop our world getting hotter?**

*According to the World Meteorological Organisation the world is one degree warmer after the boost of industrialization across the continents. WMO states that the 20 warmest years on record were in the past 22 years, making 2015-2018 in fourth place. If this continues the world temperature may rise 3-5°C by 2100. In 2019 the records were broken by 29 countries where temperature sets all time high. Even if we really stick to the promises all countries made in the Paris Climate agreement the world will still warm 3°C more by the end of this century.*

*It means that not only the governments have to come up with a more effective plan, but as individuals we all need to play an important part to help reduce global warming. We need to change our lifestyle by eating more locally available food and throwing away less food. Use leftovers in curries, for lunches and in new creative dishes. Buy fruits and vegetables in season - they are cheaper, fresher and more environmentally friendly. As an individual we can walk or cycle to school/workplace for short distances instead of driving, use a washing line instead of a tumble dryer, insulate homes to avoid heat loss, and demand low carbon in every consumer product. We should shop locally to reduce our food miles and carbon footprint. Choose sustainably sourced fish, such as dolphin friendly tuna! If we all make small changes to our habits, we can have a big impact on our world.*

## Snow Angel's Update

It was very pleasant to receive the following update from Y10 students Martha Collins and Flora Wilson RE: the Christmas Snow Angel charity sale for the Lunchbowl initiative in Kenya.

*To Mr Clements*

*I'm writing to inform you about the success we had selling the angels. We raised £396 at school and then sold a few more to friends and family to bring our total to £528 . Following this success Flora's dad's company has agreed to match our efforts and more and are donating £2,500. Lunchbowl will be in contact to thank Grey Court once we have paid all the money to them.*

### AND A COUPLE OF DAYS LATER I RECEIVED THIS LETTER FROM THE LUNCHBOWL CHARITY:

*I am writing from the Lunchbowl Charity to thank you for the support Grey Court has given our small, locally-based charity which supports orphaned and vulnerable children in Kibera Slum.*

*Through the efforts of Martha Collins and Flora Wilson sharing Lunchbowl with the school you raised an incredible amount of money which goes a huge way for the children. As nobody in Lunchbowl is paid, all our funds go these very needy ones.*

*In such a difficult year with our fundraising so curtailed, this huge amount is gratefully received.*

**Once again - well done to Martha and Flora for leading this wonderful initiative.**



## #KS4StarsOfWeek

**Harry Gunningham** for consistently wearing his Plymouth Argyle football top to school and for having the courage to follow a niche team. I hope the Pilgrims win against Portsmouth tomorrow, Harry!

**Elijah Deitsch:** for displaying a considerable amount of emotional intelligence during the lockdown school and gently encouraging members of his class to be involved in lessons. Your efforts have not gone unnoticed!

## TUFTY-WATCH

**Addendum:** Following an anxious Friday night email from Ms Weston where she stated that Ms Ilett was “devastated” at having been “written out” of last week’s eBulletin RE: Tufty’s last sighting, I apologize for incorrectly stating that “a blurry image of Tufty has emerged lounging on Ms Weston’s burnished throne!” In fact, in Ms Ilett’s words: “It was my bloody throne” that Senor Squirrel Nutkins was perched upon.

As to date there have been no sightings this week of the bushy tailed chocolate orange burglar in the Ham district. However, Mr Gordon Walker has reason to suspect that Tuffer’s may have moved to his neighbourhood - in fact his - biodegradable eco-aware New England inspired off-the-grid town house made entirely of Chatham driftwood and featured in series XXIV episode 1 of “Grand Designs” to be precise. This is on account of the fact that “I couldn’t make the last SLT meet because a band of squirrels chewed through the broadband leads outside my house.” Reportedly, it also ruined Mr Gordon Walker’s evening of plotting the course of the Vendee Globe round the world yacht race on an old parchment map from the sixteenth century with a Caran d’ache coloured pencil set loaned to him for the evening by Rear Admiral Bashford.

# ELECTRIC BOOGALOO WITH FARAZ KHAN

## Extras

It was with some consternation last Friday night that my weekly annotation of Ann Bronte's "The Tenant of Wynfield Hall" by a blazing log fire was interrupted by an urgent message from Mr Khan, entitled "Electric Boogaloo: channel 4."

For those not on the cutting edge, Mr Khan, had long ago recognised the suppressed Hoxton Hipster in me - even before my penchant for black ribbed roll-necks surfaced. Indeed he will often ask my opinion on his latest Czech Bohemian felt hunting cap avec feather or the sapeur suit he's imported from Kinshasa.

Moreover, Electric boogaloo is a cult breakdancing film from the eighties and Mr Khan leads a secret life as a champion body-bopper who plies his trade from the community centres of Hounslow to New York's A-train via LA, to the Paris banlieues via the South Bank and back. Indeed, it is reported that we even took a muffled call from the Honolulu telephone exchange one Monday morning with a message that "I may be a bit late" after a competition in Hawaii went into extra time and a golden headspin play-off.

And so the man-child aptly labelled by the Richmond and Twickenham Times as a "talented teacher" and "future world champion?" is now the star of a Dept of Ed/channel 4 collab that showcases Faraz's multifaceted life as a physics teacher, devout Muslim, community volunteer and breakdancer. Filming took place in the very corridors of our 'edgy' establishment and highlights that Faraz is a gentleman, scholar and star who effortlessly balances several personas and is incredibly charismatic even if he wears trousers a couple of inches too short for him! Faraz's head-spinning turn can be found [here](#)

Of course a Richmond-Upon-Thames front page and documentary star turn has precipitated all sorts of cinematic and televisual claims to fame from other members of the Grey Court staff collective including: Ms Weston - "Well, I was in a David Craig video." Mr Willmore, "I featured in a pilot for 'Gladiators.'" Ms Price "I was an extra in 'Taggart' y'know." Ms Rose "I did a crowd scene in 'Allo Allo" and Mr Poole - "I was an artefact in the 'Antiques roadshow'!"

**Meanwhile in the weird and wonderful world of Mr Jacob I can report that he has now moved on from his Judge Judy obsession.**

**Mr Jacob:** er...Mr Clements...do you have a moment?

**Mr Clements:** Hmmm...yes?

**Mr Jacob:** I have a confession?

**Mr Clements:** Judge Judy again?

**Mr Jacob:** No, my wife caught me watching six back to back episodes of "Brigerton" at the weekend.

**Mr Clements:** It's fine, Mr Jacob, it has received favourable reviews on Goglebox."

**Mr Jacob:** I just love the melodrama!

# HOUSE NEWS



## House Competition - The Secret Life of Pets

Earlier talk of furry friends has reminded me how many virtual lessons are enlivened by the appearance of family pets on camera - as a veritable menagerie of dachshunds, goldfish, parakeets and even the odd zebra seem to have made it onto the screen during my live lessons.

Indeed, I have to admit that even a stone-hearted, cynical old bloodhound such as myself has found having a family pet very soothing during the lockdown. The accompanying picture depicts our family rescue cat, Holly, lazing on my new Christmas jacket. Holly was originally adopted at my behest to catch the mice which kept cohabiting with us. However, she soon adopted a 23/7 lifestyle of 23 hours on the bed in the warm and the odd hour - at a stretch - outside. When I suggested we foster a more rigorous routine on the lazy feline - I was banished to the dog-house! Anyhow, there is something comforting about her sleepy demeanour - and the mice do seem to have moved outside - so I have declared P4 on Friday 12 February 2021 to be a **Secret Life of Pets** zone.



Students will be required to attend P4 accompanied by their family pet on camera and teachers are invited to showcase their pets as well! When I mooted this idea to my Y13 class - in the spirit of inclusivity - they worried about those students who didn't have a pet. Roxana Borta then suggested anyone without a pet should paint a picture of their favourite pet, animate a gif of a pet or bring their moshi monster tin!

When I mooted this exciting project to Ms Price she was worried about safe-guarding issues - so please make sure you put a google background on your screen - An African Savanna perhaps and if you own a lion, piranha or python obviously don't let it out of its cage. If anyone needs clarification about the government's list of banned or wanted pets, please email Ms Price. Please upload a picture of you working alongside your pet in lockdown to the Secret Life of Pets house assignment by 18.00 hours (Bashford time) on Friday 12 February 2021. The house with the most entries will get 100 points, the house with the next best number of entries will get 75 points and so forth until we will get down invariably to Trojan in fourth on 25.

**As the Roman Emperor, if Holly refuses to appear on screen, you may see me on the day with Sid, my chameleon, although he does have a habit of blending into the background.**

***...and so to Ms Clark's delightful HOUSE PANCAKE Competition. During the SCREEN BREAK on period 5,6, 7 on***

7 on Friday 12 February when ALL Grey Court students are encouraged to participate in the House Pancake competition.

The brainchild of Ms Clark, we would like students to **GET CREATIVE** and bake their own sweet or savoury pancake using at least two fruits or vegetables in its **DESIGN**.

Students will have a **WHOLE** week to upload pictures of their creations to their **HOUSE** classroom and so the Friday's screen break should serve as a taster/appetiser for **SHROVE TUESDAY** on 16 February - which in my household is the best day of the year!

LINK to PowerPoint [here](#)

## House Banner Art Competition

Many thanks to Ms Bowie for curating many of the objects de art that were produced for this competition. We were both impressed by the quantity and the aesthetic qualities of the entries. Mr Bashford also sent me this email in a hubristic attempt to stake an early claim for first place and 125 house points: *"The Trojan ones rock!! Had about 55 entries!"*

The winning entries will be hung in the Grey Court eBulletin's virtual gallery next week when the winning house will be announced. We all hope that this show of Trojan hubris will not prove to be Mr "Hector" Bashford's Achilles heel.

**Ham Youth Centre** has some spare slots in the music studio with Zad. This is socially distanced 121 work either singing, studio recording, learning guitar, drums or music production. These are after school, so would suit anyone who is attending school at the moment, or anyone who lives within walking distance from school. See the flyer for details (days may have changed so email Ben if you're interested).

The flyer is for 'Ham in Session' at Ham Youth Centre. It features a central graphic of a drum set with a list of activities: TUITION IN: GUITAR, DRUMS, KEYBOARD, SINGING, RAPPING, STUDIO RECORDING, MUSIC PRODUCTION, and DEJAYING. The text 'Ham in Session' is written in a stylized, colorful font. Below the drum set, it says 'OPEN TUESDAYS, THURSDAYS AND FRIDAYS AFTER SCHOOL'. At the bottom, there is contact information for Ben Skelton, including the phone number 020 8288 0916 and the email ben.skelton@achievingforchildren.org.uk. The logo for 'achieving for children' is also present.

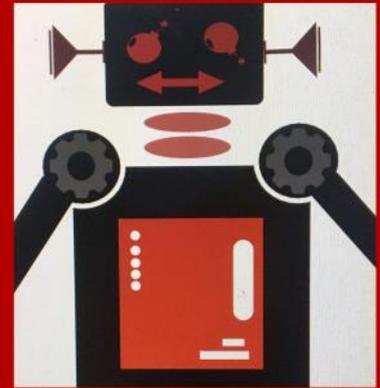
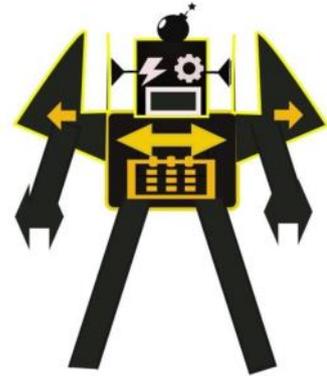
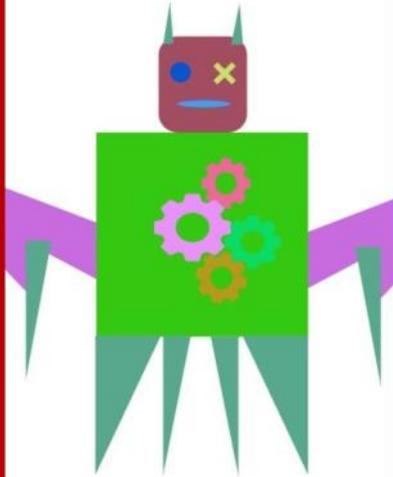
## Barnes Music Festival

Barnes Young Musician 2021 Award

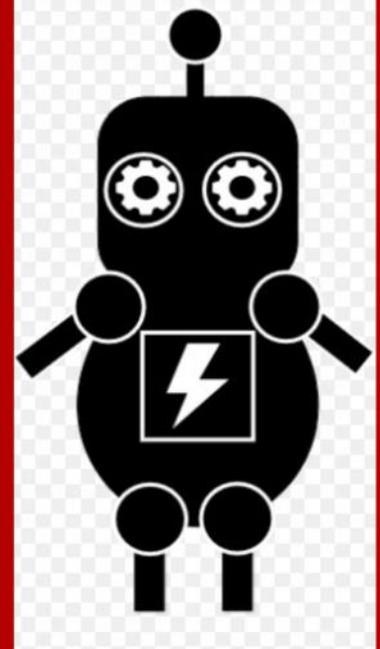
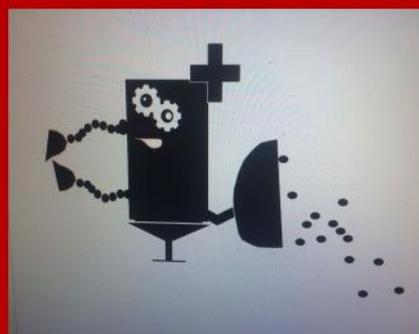
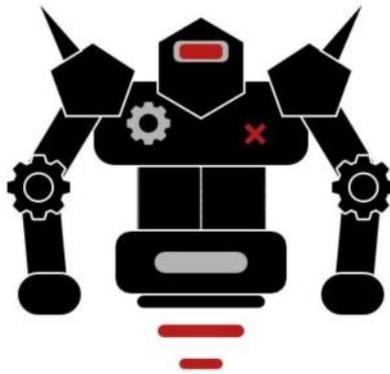
The Barnes Music Festival has been postponed to May and, therefore, the competition with it.

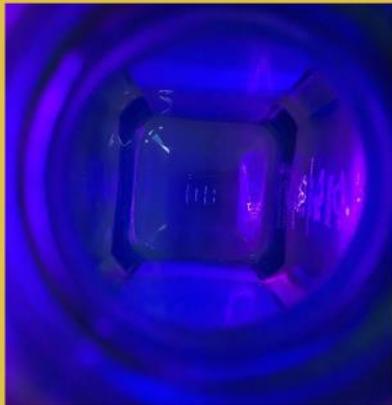
**Application criteria:** BYM is open to all students of **Grade 6 standard and above**, who are aged **up to and including 18 years**, and who either **live, attend school, or take their instrumental lessons in SW13 or SW14**.

Please see the flyer and application form at the end of the bulletin.



**The Week in Art**  
25th Jan  
Andrzej  
Ane Kathrine  
Dion  
Florence  
Hugo  
Jack  
Joy  
Liam  
Oliver  
Omran  
Paige





The Week in GCSE Art

25th Jan

Adam

Darja

Elise

Eva

Harvey

James

Julia

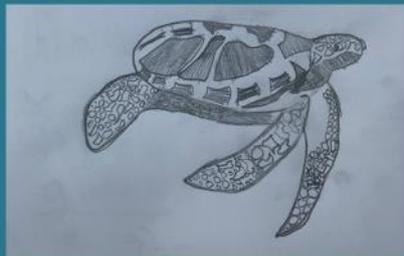
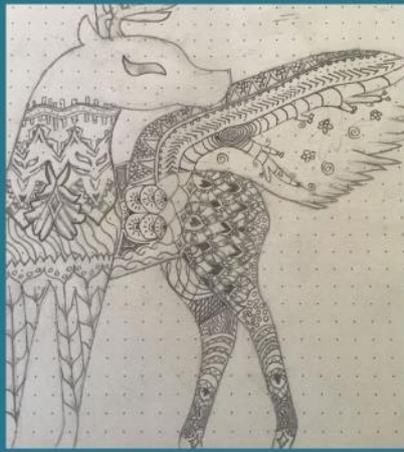
Lelaney

Mathilde

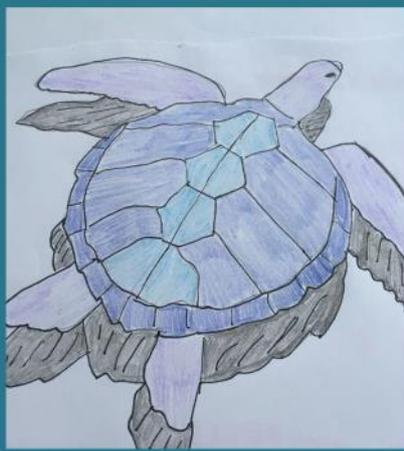
Peri

Victoria

Violet



**The Week in Art**  
 25th Jan  
 Dylan  
 Louis  
 Aida  
 Ayan  
 Chris  
 Frederick  
 Kulsoom  
 Sabian  
 Sudaysi  
 Uma  
 Yael  
 Zaki





**The Week in Art**  
**25th Jan**  
**A house walking route**  
**Alkinoos**  
 Bronte  
 Nathan  
 Filip  
 Clem  
 Daniel  
 Harris  
 Kevin  
 George  
 Georgia  
 Gemima




# This is Us Grey Court School Archive Project

The VPA Faculty is aiming to make a website recording the spirit of Grey Court during the pandemic. All staff will be taking part and we now invite contributions from you, our community.

**How:** by contributing a photograph and caption or title which is of interest, humorous, uplifting, celebratory, informative. The image may consider one of the following themes:

- Helpers and Heroes
- Your new normal
- Acts of kindness
- Routines and rituals
- Window Worlds
- Beauty in the unexpected
- Street life

For inspiration please use this link: <https://www.npg.org.uk/hold-still/>



**The fine print:** All photographs submitted will need to follow the latest government guidelines on social distancing and have the prior consent of participants in the photographs in the

knowledge they will be shared within the public domain. Grey Court School reserves the right to select which photographs are appropriate for public use. Names will not be published with the photographs, only titles or captions.



Please email your photographs (as a JPEG) and captions to Ms Cheyne on email: [rcheyne@greycourt.org.uk](mailto:rcheyne@greycourt.org.uk) with the subject heading **This is Us - Grey Court School Archive Project.**

If you have further questions about the project please contact **Ms Bowie**, Subject Leader for Art and Design and Photography.

*We hope you will join us in becoming part of a school and local community record of this remarkable time.*

# Sixth Form

#UCAS

## Engagement Reports

While we are very aware that lockdown has presented many challenges for home learning, it was wonderful to see how many students had engagement reports that reflected entirely platinum or gold engagement in all of their subjects.

In Y13, 65% of students have all platinum or gold and in Y12 this number rises to 71% of students.

Please praise where praise is due. If the report is not a positive report, for example there are many Bronze grades, please reflect on why that may be the case. It could be due to non-engagement in doing any of the work that is being set, or it could be that they are struggling. The pastoral team will be working through these reports; however, if you feel that you need support from the school then please let us know.

## StarsOfTheWeek

### Young Enterprise team

This year's Young Enterprise company is working on a social networking website that will be aimed at reducing isolation faced by many young people.

The team: comprising **Alex, James, Edie, Sofya, Anbarin, Mo** and **Sacha**, would really appreciate it if you could give them some input that they can use to shape their product.

Please can you take the time to answer the survey as honestly as you can (everything will be treated anonymously) so that they can try and shape the product to fit people's needs.

[Young Enterprise Survey](#)

Thank you.

## Headline figures

At this point  $\frac{1}{3}$  of all students who have submitted an application already have all their offers in - this is unprecedented and a real credit to the hard work that went into their applications.

In addition to the students with Oxbridge offers, we also have 5 students who have been given a total of 8 unconditional offers between them and 2 students with significantly reduced offers based on the strength of applications.

## What Comes Next?

Well done to all of our Y13s who have submitted their UCAS forms. Many of our students have now heard from all five of the universities/courses they have applied to and many of our students have received offers from all five of their choices. So now it is decision time for our students to choose a firm choice and to put in an insurance choice of university. Sounds scary but each student will have been given a date to reply by which will be in May so there is plenty of time for making decisions. Below is a brief presentation and a short video link to a UCAS guide on how to accept offers.

### [How to Accept your University Offers](#)

#### WORK EXPERIENCE OPPORTUNITIES

Well done to **Hannah English, Naomi Van Wilderden and Adhil Mohammed** for being selected for the virtual work experience programme hosted by Richmond and Wandsworth Environmental team over half term. They competed against students from all Richmond Schools and made impressive applications. We look forward to hearing how it goes!

Remember you can sign up for work experience opportunities and this is a great way of boosting your experience and knowledge:

[Work Experience > Sign In](#)

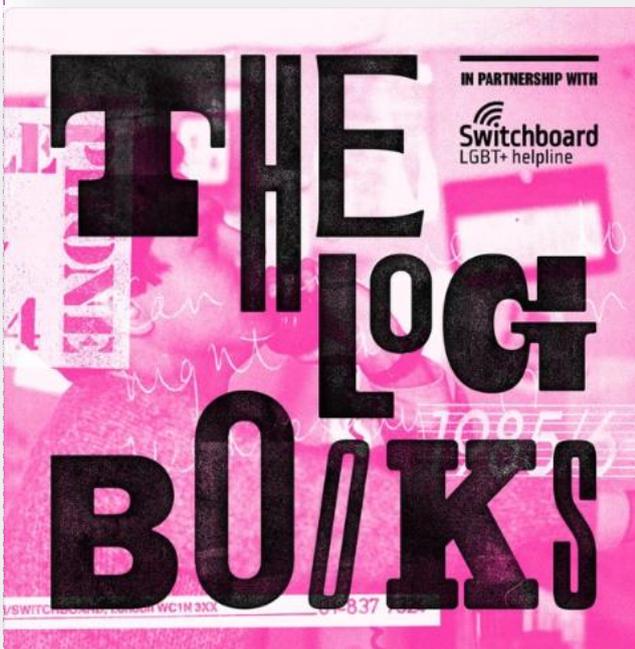
[Springpod. Take control of your future | Springpod](#)

[Uptree taster days and wex](#)

## ENRICHMENT - BOOK/ PODCAST CLUB LAUNCH

Alice and the Diversity Team are launching the new book/podcast club next Wednesday, 10th February. If you would like to join, email Mrs Moore [pmoore@greycourt.org.uk](mailto:pmoore@greycourt.org.uk) and we will add you into the group.

The Log Books - A Podcast that tells the untold stories of British LGBTQIA+ history which we can still apply to queer lives today.



### Episode 7: *'Fatally disruptive'*

In 1988 the British government passed explicitly anti-gay legislation. Through log book entries from Switchboard, Tash and Adam return to the scene: lawmakers spaffing about what constitutes a family, gay teachers zipping up and living in fear, and bewildered young people with seemingly nowhere to turn to for advice. This episode is filled with untold stories about Section 28 of the Local Government Act and the censorship of LGBTQ+ lives — and concludes with the joyous launch of a new kids' book by Olly Pike called *Kenny Lives With Erica and Martina*.

[LINK](#) TO PODCAST

## #SixthForm #StarsOfTheWeek

Many thanks to **Clemmie, Isabella, Jamie Morris, Isaac, Natalie, Tabitha, Zahra, Saskia, Alfie, Anya, Aayla, George, Oliver, Alice,** and **Immy** for helping the sixth form team engage in lesson observations for prospective Sixth form teachers over the past two weeks. The students proved to be friendly, fair, welcoming and perceptive in their observations and provided a perfect advert for our school.

### Russell Group of Universities Introductory Session

Are you or your child thinking of applying to universities in the Russell Group? How can you find out which is the right university experience for you? The Russell Group's 24 members are world-class, research-intensive universities. They share some distinctive characteristics, but they are unique institutions, each with their own history, ethos and course offering.

Join representatives from eight Russell Group universities as they share their tips on how to research courses and places. They'll also cover the importance of exploring entry requirements, the learning environment and facilities, and the social scene. Furthermore, they'll explain how to make the most of the upcoming Meet the Russell Group Virtual Event; good questions to ask, and what to expect from virtual open days. Click [Russell Group Introduction](#) to register.

### Meet the Russell Group Virtual Event Wednesday 10 February

This is an opportunity for Y12 students and parents to get more information from the 24 UK universities of The Russell Group on the 10 February from 12pm to 7pm. This event offers a line-up of webinars and virtual tours from each university. You can find out more and [sign up here](#)

# Careers @ Grey Court By Ms Corrighan (Head of Careers)

To celebrate National Apprenticeships week (NAW), this week's focus is all about apprenticeships.

All year groups will be talking about apprenticeships in tutor time, we want to ensure all students have an awareness of what apprenticeships are and the range of opportunities. We have had many students progress on to apprenticeships at every level and we want to continue to highlight apprenticeships as an option when making future choices.



## National Apprenticeships' Week

Monday, 8 February 3pm to 5pm

Next week students will be sent out resources on apprenticeships and there are many virtual events going to find out more about the apprenticeship option, which is becoming increasingly popular!

For the whole list of events including employer and university talks see: [all events](#)

Here are just some highlights that students and parents/carers can access:

8 Different Apprentice highlight journeys from; IBM, EY, PwC, M&S, bp, CIMA, CGI & Vodafone. Each apprentice will give a short 10-minute snapshot on what they do and their career journey to date in a really inspiring and engaging way!

Learn about different types of apprenticeships, some myth busting and a few prizes along the way!

## [UCAS Discover Apprenticeships' Week](#)

**Events taking place between Monday to Friday including apprenticeships on Tuesday, 9 February, between 12pm and 6pm**

## [National Apprenticeship Show](#)

Wednesday, 10 February between 11am and 6pm



## Resources to search for Apprenticeships

[Find an apprenticeship](#)  
[Amazing apprenticeships](#)

All of these organisations advertise apprenticeship schemes so register for updates:

[Uptree](#)  
[notgoingtouni](#)  
[allaboutschooleavers.co.uk](#)

## Parents/carers

Amazing apprenticeships produce a monthly resource aimed at you all about apprenticeships. Click [Parent & Carer pack](#) to find out more.

## #Wellbeing

### February Wellbeing Calendar

Click [here](#) to download

### Child in Mind Podcasts

This series of expert podcasts can help parents understand and manage child and family mental health problems.

The series, *Child in Mind*, is presented by BBC Radio 4 presenter Claudia Hammond. In each 20-minute episode, she discusses an important issue in child and family mental health with an expert and a young person or parent.

Click [here](#) to download/listen



On the 8 February, Ibstock Place School are hosting an online workshop for parents and carers from drug education charity the **Daniel Spargo-Mabbs Foundation**. We would like to extend this invitation to parents and carers from our partner schools. The event will be held on Zoom and led by the Director and Founder of the charity, Fiona Spargo-Mabbs, and Asha Fowells, a pharmacist and DSM Foundation drugs educator.

The world for young people is a very different place than it was for their parents, including their vulnerability to risk from drugs and alcohol, and this workshop provides a great opportunity for you as a parent or carer to become more aware of what issues face your children, and what you can do to help them stay safe.

#### The workshop will involve finding out about:

- levels of young people's exposure to drugs and alcohol – what, where, when and how
- what young people, and their parents and carers, need to know about the risks of drugs and alcohol

- factors that affect young people's decisions about drugs and alcohol, including teenage brain development
- how to have effective conversations with your child, and practical suggestions for what you can do to support them to stay safe
- where to go for more information and support.

The [DSM Foundation](#) was set up by Fiona and Tim Spargo-Mabbs in 2014 after the tragic death of their 16-year-old son Daniel as a result of taking ecstasy. The aim of the charity is to support young people to make safe choices about drugs, and they work with students, teachers, parents/carers and professionals in schools, colleges and community organisations across the UK.

Fiona has become a leading UK expert on drug education, including how parents can best support their children. She has spoken to parents and carers across the UK and internationally. She is also regularly asked to speak by the media, and you can see her on ITV's This Morning about what parents can do to support their children to make safe choices [here](#)

In order to sign-up for the webinar, please complete this [form](#). The only information we will require is your surname and the school your child attends.

The DSM foundation ask you to complete this pre-workshop [survey](#), it should take 2 minutes.

#### On Monday 8 February 6.45pm-8.00pm

On the evening itself you will need the Zoom link, click [here](#) and the details below:

Meeting ID: 867 612 2755

Passcode: 121212

It is worth noting that all cameras will be automatically switched-off and all those present will be on mute, this is in view of the presentation running effectively as possible. That said, we are hoping to be able to field questions through the Zoom chat function and these can be posed to Fiona and Asha in a Q&A format at the conclusion of their presentation.

### Supporting parents and carers during coronavirus

The young minds three-step pyramid can help parents respond to the different stages of their child's behaviour during this time.

[Download The Pyramid](#)  
[Visit our Parent Helpfinder](#)

For further resources visit the [resource page](#)



## Show us the love

Raise funds for Grey Court this Valentine's Day

Through easyfundraising: Flowers? Chocolates? All your romantic gifts covered. Please click the [link](#) for a list of participating retailers.

And/or via the following local businesses who have incredibly kindly offered 10% of sales to Grey Court:

**Deea Bangladeshi Cuisine** will donate 10% (code GREY COURT) on orders taken between 12 and 14 February.  
Tel: 020 8974 5388  
Website: [www.deea.co.uk](http://www.deea.co.uk)

**Great Fish and Chips—31 Upper Ham Road** will donate 10% (code GREY COURT) on orders on 13 February.

**Cappadocia Restaurant** will donate 10% (code GREY COURT) on orders.  
Tel: 020 8549 6228  
Website: [www.cappadociakingston.co.uk](http://www.cappadociakingston.co.uk)

## Friday Night VIRTUAL COMEDY!!

To all those joining us tonight for our virtual comedy evening, thank you so much for buying tickets. We hope you have a fab evening.

Check your emails for your link to the fun, and for any queries please contact us at [greycourtpa@gmail.com](mailto:greycourtpa@gmail.com)

**A DAY WITHOUT LAUGHTER IS A DAY WASTED—  
CHARLIE CHAPLIN**

THIS YEAR'S VALENTINE'S DAY

I WILL ENJOY LONG,  
ROMANTIC WALKS  
TO THE FRIDGE

## Friday Night PIZZA!!

And if you don't want to cook this evening why not order a pizza?!

Pepe's on Tudor Drive are offering to donate 15% on orders.

Offer applies to small pizzas (which are large!) and for pick up only.

Use GREY COURT code when ordering.

Tel: 020 8546 3885

Website: [www.peppekingston.com](http://www.peppekingston.com)

Thanks  
Michaela, Lou & Amira

When you support  
small business,  
you're supporting  
a dream



# Sports Stag

## KS3 Sports' Education Basketball

Please click [here](#) to see some of the wonderful work produced by the KS3 students.

## KS3 Basketball Skills

Some videos of our KS3 students displaying some excellent skills as part of our Sports Education module.

**Taylor Rumney:** [video 1](#), [video 2](#)

**Reuben Church:** [video 1](#)

OUT HUSTLE, OUT WORK, OUT THINK,  
OUTPLAY, OUTLAST!

**Jeremy McCarthy:** [video 1](#)

**Elliot Wilson:** [video 1](#)

## Brentford FCCST - Online

Please see below a weekly timetable of online delivery. To register, parents/guardians can use the [link](#) to access all available sessions

Summarised below is each session with an individual booking link.

**Soccercise Videos** – Easy to follow fitness session that incorporates a football. No football experience is required ([link](#))

**Gymnastics** – Our qualified gymnastics coaches deliver an easy to follow gymnastics lesson which will work on improving flexibility and strength. The session is suitable for beginners ([link](#))

**Girls Group (Who runs the world – Girl's)** - A group for girls, focused on discussing topics around confidence, sexual health, body image, diet, relationships, future career choices ([link](#))

**Football & Fitness** – a mixture of ball mastery and a HIIT style workout.  
Tuesday sessions ([link](#))  
Thursday sessions ([link](#))

**Quick Fire Chats – Let's Discuss This** - Discussions and debates around controversial topics ([link](#))

**Games Night** - Games Night, a Zoom group like no other. Get out of the stresses of school and chill! Meet new people, chill, chat and, most importantly, play games! ([link](#))

**Employability Skills** - Weekly session - Applying for a job, covering letter, CV tips, interview skills ([link](#))

Click [here](#) for an overview of the timetable



How to spot

# FAKE NEWS

Free  
item every  
Wednesday

Issue: #WakeUpWednesday

## WHAT IS 'FAKE NEWS'?

Fake news can be false information, photos or videos purposefully created to confuse or misinform. It can also be genuine information that has been manipulated to deceive. It is important that we learn how to distinguish between real news and fake news.

## DOES IT SOUND REAL?

Many fake news stories are written with appealing headlines and have content designed to create 'shock value' in order to spread like wildfire. Typically, fake news will include topics such as the 'death' of a famous person, company giveaways, news relating to supernatural events, or terror related posts that provoke a reaction. Have a look at other news sources to see if a story has been widely reported before sharing unsubstantiated claims. You can also check facts at websites, including [snopes.com](http://snopes.com) and [factcheck.org](http://factcheck.org).

## CHEK 4 SPELIN AND GRAMMATICAL MISTKS

Not always, but poor spelling, grammar and vocabulary on articles may indicate that an item is not from a reputable source. Be wary!



## Check the comments!

Have a read through the comments on a news story - either at the bottom of the article or on a social media share. Reactions and comments can often show if other people don't believe the story is true, or whether someone has confirmed it is fake news. Of course, you can't always know if a comment is real!

## How long has the page existed?

Be wary if a story comes from a news organisation you have never heard of. Some hoaxers will set up a quick website to spread fake stories and so-called 'breaking news'. So, if a story with bold claims originates from a website that has only just launched, you would be wise to doubt its authenticity. There are online tools, such as the internet archive, that display the approximate age of a website on the internet and allow you to view how it looked before.

## Who wrote it?

Make sure that the website that published the story is a credible source, i.e. a major news network or local paper which has the resources to fact-check published stories. If you get your news primarily via social media, always check the source and use caution if the story comes from a news organisation you have never heard of. If the article has a byline, you should be able to research to see if the writer is a genuine reporter by searching for them on Google.

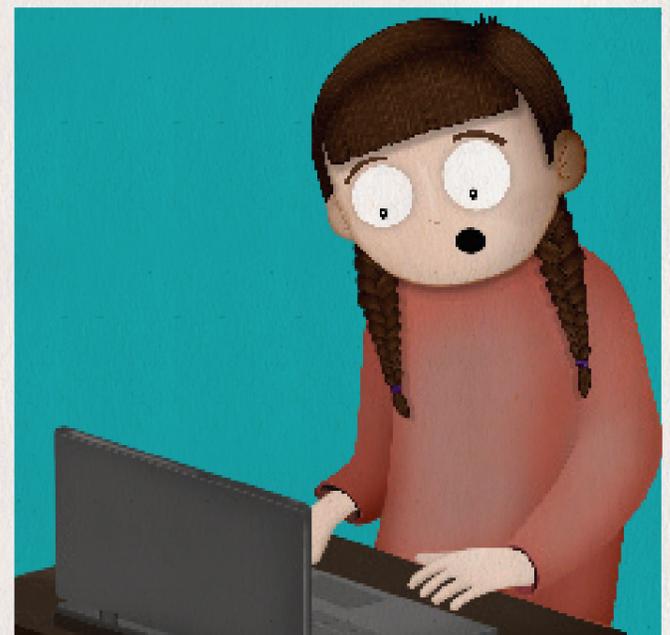
## Read more than just the headline!

Some news sites will post stories with 'click bait' headlines to grab your attention and make you click on them. These headlines might not even be relevant to the story. Studies show that almost 60% of links that people have shared on social media have never actually been clicked before sharing, so it's really important that you read the article first before you share it to make sure the news is real.

## Have you checked the URL?

<https://>

Does the website address at the very top of the page look real? One of the easier ways to spot suspect stories is if they're located on a news site with an odd domain name. So, check the URL. Some dodgy websites will try to incorporate a legitimate news source into its URL, such as [www.therealbbc.co.uk](http://www.therealbbc.co.uk), or will slightly misspell a popular website domain, e.g. [www.bbcc.corp](http://www.bbcc.corp).



## Is it a joke?

While most fake stories are designed to make you believe them, it's important to know how to spot when the content has been written as a joke on purpose. Articles from joke news websites (such as 'The Onion' or 'The Daily Mash') are hugely popular on social media but some people may think their stories are real. Always read joke articles with a pinch of salt.





InvestIN

# Success Beyond School: *Parent Events*

*A termly series of events designed to give parents insider knowledge about the industries young people aspire to break into; delivered by top professionals from those fields.*

- ✓ **Key industry-specific knowledge to guide your children**
- ✓ **Experience of the industry through interactive simulations**
- ✓ **Coaching on how your child can gain a competitive advantage in the race for top jobs**
- ✓ **Q&A time with industry experts**



## SPRING TERM PARENT EVENTS

### THE SKILLS SURGERY

*How to break into careers in medicine, dentistry and veterinary science*

**Wednesday 24th February | 7-8pm GMT**

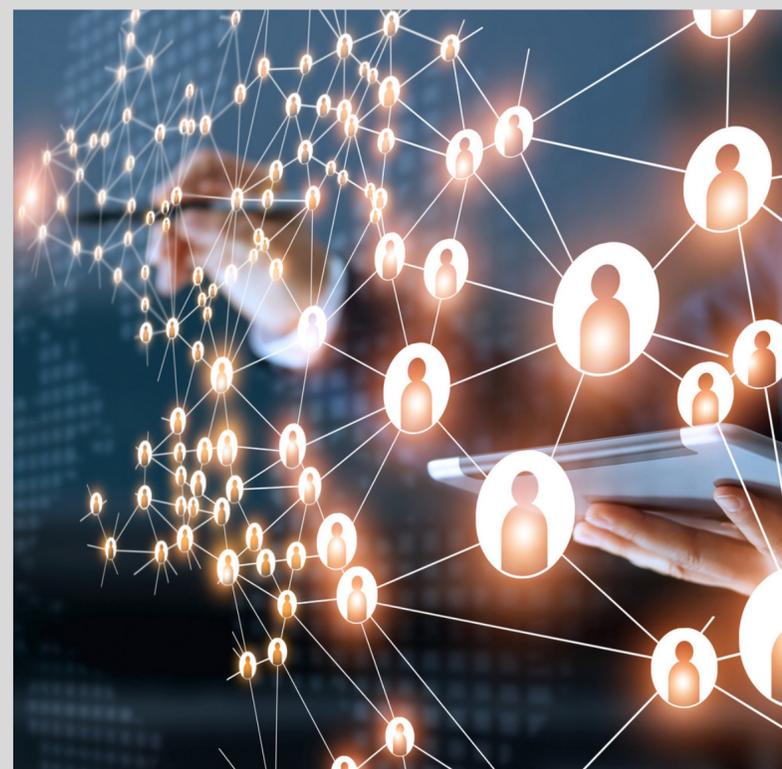
[REGISTER  
HERE](#)

### THE POWER OF NETWORKS

*Expert advice on how your child can build a powerful network*

**Wednesday 3rd March | 7-8pm GMT**

[REGISTER  
HERE](#)



*These events are free of charge and will be delivered via Zoom.*



# BARNES YOUNG MUSICIAN OF THE YEAR 2021

## GUIDELINES FOR APPLICANTS

- Applications are welcome from students of **Grade 6 standard and above**, who are aged **up to and including 18 years**.
- Applicants should either **live, attend school or take their instrumental lessons in SW13 or SW14**. Pupils from affiliated schools (e.g. St Paul's Girls) are included.
- In addition to the **application form**, please submit a **short reference from the instrumental teacher**.
- **Repertoire** will be **free choice** but should be **in the region of eight to ten minutes** in length.
- The **preliminary workshops** will be held on **Sunday, 9 May**, at the **St Michael's Community Centre** in the afternoon, timings TBA.
- The final **adjudication** will take place on **Sunday, 23 May 2021 at 12noon at the OSO**. The **adjudication** will be led by violinist, **Jane Gordon**. The decision of the adjudicator will be final.
- The winner will be invited to **perform** and **receive the Award** before the **Festival Choral Evensong** on **Sunday, 30 May** at **St Mary's Church**.
- Parents, teachers and friends are welcome to attend the final adjudication on 23 May.

## APPLICATION DEADLINE Monday 22 March 2021

Applications should be sent by email to [barnesmusicfestival@gmail.com](mailto:barnesmusicfestival@gmail.com) or by post to Barnes Music Festival, St Mary's Barnes, Church Road, Barnes SW13 9HL, attn. Orsi Torják, Festival Administrator

With any queries and questions, please email us at the above email address.



## BARNES YOUNG MUSICIAN OF THE YEAR 2021

### APPLICATION FORM

(Please fill the form out using a computer or if by hand please use block capitals)

Name of applicant	
Date of birth	
Address	
Name of parent/guardian	
Telephone of parent/guardian	
E-mail of parent/guardian	
Connection with SW13/SW14 (please underline): resident / attends school / music lesson	
School	
Instrument	
Standard (grade or equivalent)	
Name of instrumental teacher	
E-mail of instrumental teacher	
Repertoire (title, composer and timings)	
How did you hear about the competition? (eg. school noticeboard, teacher, poster in Barnes etc)	

By signing this form I agree that the festival may take photographs and make video recordings of the preliminary workshops and the final adjudication and that the applicant will be available to perform on 30 May 2021.

Signature of Parent/Guardian

Instrumental teacher's reference enclosed