

BOURNE GRAMMAR SCHOOL BULLETIN

Friday 9 January 2026

From Mark Brunker, Headteacher

Message from Headteacher

The first week after the Christmas break always carries a particular energy: familiar routines re-established, conversations resumed, and the School quickly returning to its characteristic sense of purpose. Despite the rather unsettled weather, it has been a positive and focused start to the term.

One of the most striking pieces of news this week has been the outstanding success of our Year 12 team in the international Riangle mathematics competition, where they placed in the global top ten – a remarkable accomplishment that showcases their talent and determination.

Then, hot on the heels of this success, came an exceptional set of Extended Project Qualification results achieved by our Year 13 students. The EPQ is a powerful qualification because it asks students to step beyond prescribed content and take genuine ownership of their learning, developing demanding but transformative skills that shape not only academic outcomes but the way young people think and work as learners. We are extremely fortunate to be able to offer this opportunity, and even more fortunate to see our students embrace it with such intellectual curiosity and ambition. Congratulations to all of the students involved, and to Mr Mitchell (Law) and his team for the expertise, care and commitment that underpin this success. Mr Mitchell's detailed report later in this Bulletin captures the scale of their achievement far better than I could here.

This emphasis on independence, intellectual engagement and the opportunity to be challenged sits very naturally within our Vision: inspiring and empowering our community to believe, grow and succeed together for a bright future. This statement underpins the experiences we aim to create for students, both within and beyond the classroom. I would encourage all members of our community to explore our Vision, Mission and Values in more detail here, as together they articulate what we stand for as a school and how they guide the work we do each day.

A particularly good example of this in action is the success of our Year 10 Astronomy Club, delivered entirely on a voluntary basis by the Physics Department, outside the normal school day, and leading to a GCSE qualification in Astronomy at the end of the year. This was not an initiative driven by requirement, but by a desire to broaden horizons, stretch interested students and offer something genuinely enriching.

I am extremely grateful to colleagues in Physics for the time, expertise and commitment they have given to this, and for the experiences it creates for students who are eager to explore learning beyond the standard curriculum.

I suspect there were more than a few hopeful glances towards the sky last night, and again before school this morning, as Storm Goretta passed through. While the prospect of a snow day at home may have crossed many minds, it has been reassuring that our plans have remained firmly on paper rather than needing to be enacted. School life, it seems, has carried on undeterred.

Bourne Vision

Inspiring and empowering our community to
believe, grow and succeed together for a bright future.



Bourne Mission

Best Atmosphere
Best Support
Best Results



Bourne Values

As Learners
Ambitious. Inquisitive. Determined.
As People
Honest. Resilient. Kind.
As a School
Safe. Respectful. Prepared.

Maths in Education and Industry Challenge

- Arjun Raghavan (Year 12)

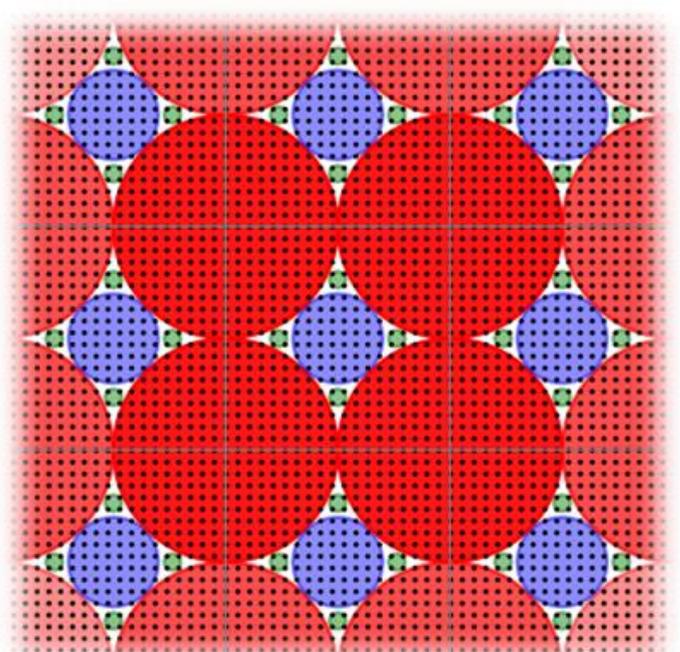
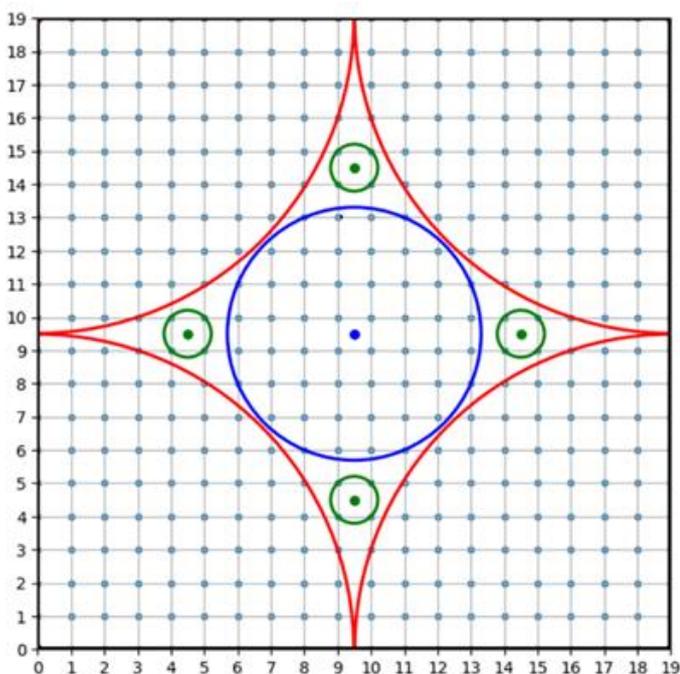
Ritangle is an annual ten-week competition organised by the educational charity MEI (*Mathematics in Education and Industry*) for A-Level mathematics students. This year (2025) saw close to 2000 schools participating from across 23 different countries. The BGS Year 12 team led by Arjun Raghavan consisted of Lucas Eling, Alex O’Rawe and Thomas Graham.

For the first few weeks, a single question was released every Wednesday on the Ritangle website which when answered correctly gave us a clue – a 3-digit number. These questions often required some programming skills as well as mathematical ingenuity.

Eventually 3 questions a week were released, which continued until week 9, at which point all eight Stage 2 questions were released at once, each one also giving a 3-digit number as a clue. We then had to use our collection of clues to solve a puzzle involving rotating cogs to find the password which would allow us to unlock Stage 3, a notoriously difficult and lengthy problem.

This year the problem was essentially to cover every integer lattice point in the x-y plane using a pattern of non-overlapping discs of up to 3 different radii, while maximising the average number of grid points covered per disc. The pattern was to be defined by a unit cell: a polygonal tile containing one repeat of the disc arrangement such that shifting copies of the tile reproduces the full pattern and covers all grid points within the infinite x-y plane.

The 454 teams that made it to this stage were in a race against each other to find the best solution within the week given. In the end, the solution that we and a small number of other teams found (*shown*) was the second-best solution of all submissions with an average of approximately 60 points per disc, beaten out by a single school in the last day of the competition. However, we were the ninth fastest of these schools to find this solution having found it within one day, placing us in the top ten schools of all 2000 that participated internationally!



EQP Research Success for BGS Year 13 Students

– Mr A Mitchell (Subject Leader: Law/Centre Coordinator for the EPQ)

I am thrilled to report that this year's Extended Project Qualification (EPQ) cohort produced a truly outstanding set of results – all 17 students submitted research projects at grade B or above (the grade that is recognised by many universities as a reason for lowering entry requirements), with 13 students achieving the A* standard and three students attaining the hugely impressive accolade of full marks (50/50). The students have to submit fully referenced research papers of over 5000 words or shorter research papers plus an artefact of their choosing, along with planning evidence (e.g. Gantt Charts, Production Logs, Credibility of Sources Tables) and a record of a presentation and Q&A.

Overview

The research projects ranged across a variety of topics and academic disciplines, with History, Geography, Law, English Literature, Classics, EPR, Medicine, Dance, Architecture, Sport, Psychology and the STEM subjects all represented. Students also studied private passions that drew on several disciplines, such as an examination of the Kumari practice in Nepal, a survey of viable exoplanets, an exploration of the health benefits of different diets and an investigation into the driving forces behind the growth of women's football. In addition, we had two artefact projects this year: a fascinating architectural ideas design board for a property in Stamford, considering both the historical context of the town and the need for sustainable features; and for the other, the choreography and performance of three incredibly accomplished dances in the *Bharatanatyam* style.

Outstanding research

The three projects achieving full marks were on medical and science topics.

Mayra Narang's comparative research into rabies treatment regimes, which she wrote in July 2025, actually predicted a finding that was later covered in an academic paper, written by academics and medical practitioners, in December 2025: specifically, the potential for person-to-person transmission of rabies through organ donations in some US states and the need for generalised organ screening.

Akshaya Tirchunapalli and Hasini Vijayasankar received direct praise from the AQA External Moderator for producing "projects of outstanding quality, having clearly developed deep understanding of Type 1 Diabetes and the Gut-Brain connection and mental health treatment (respectively), linking clearly to their aspirations to become medics."

The AQA Moderator also provided honourable mentions for Jyoti Bista and Harriet Dunn, whose projects were regarded as "both highly original and very personal". They both attained comfortable A* grades.

AQA Feedback

The AQA Moderator made two further observations which provide validation for the BGS approach to this qualification. First, "It is clear from the strong taught skills programme noted (by students) within the Production Logs that staff have delivered excellent sessions to enable students to gain the skills necessary for success in this qualification." Second, "It has been a pleasure to moderate your candidates' projects and to note the excellent development of skills and knowledge."

Thank you

This story is first and foremost a celebration of fantastic achievements by BGS students, of which they should be very proud, but it is also a success facilitated by a wonderful, co-operative school community here at BGS. As the EPQ Centre Coordinator, I wish to thank my supervisory colleague, Mr Oliver Jones (Subject Leader for Business Studies), and our own internal moderator, Mrs Hattie Tomlinson (Head of Sixth Form and Assistant Headteacher) for their own enormous contributions to this set of results; they both went above and beyond for the students. In addition, there are so many others to thank, such as the always supportive Sixth Form team, Amanda Revell for her exceptional administrative support, and Liz Arch and Claire Everist for their amazing help in printing out these huge pieces of work.

We are currently working with the new Year 12 cohort and hope sincerely that they follow in the footsteps of the Year 13 students who have received such tremendous grades this week.

House Totals

			
3334	3302	3393	3589

*These totals show all House Points earned minus Behaviour Points.
It includes points from all students in each house for Term 3 up to 08/01/2026.*

Name	Year	Type	Staff	Subject
James Bailey	7	Person of the Week	Mrs Pignatiello	Pastoral
Oliver Barker	7	Person of the Week	Mrs Pignatiello	Pastoral
Emilia Bates	7	Learner of the Week	Mr Bainbridge	History
Jessica Bedford	7	Learner of the Week	Mr Williamson-Ward	English
Chloe Berners	7	Learner of the Week	Ms Bowtell	PE
Chloe Berners	7	Learner of the Week	Mr Moxley	Drama
Kitty Hall	7	Learner of the Week	Mr Bainbridge	History
Annie Hampton	7	Learner of the Week	Mr Bainbridge	History
Orlaith Heames	7	Person of the Week	Mrs Baverstock	Pastoral
Laura Kay	7	Learner of the Week	Mrs Allen	English
Scarlett Lester	7	Learner of the Week	Mr Bainbridge	History
Aeon Turner	7	Learner of the Week	Mr Bainbridge	History
Ben Cham	8	Learner of the Week	Mr Delpont	Design Engineering
Esme Fallows	8	Learner of the Week	Miss Davis-Williams	EPR
Max Nicol	8	Learner of the Week	Mr Moore	Art
Iduna Richardson-Fernandez	8	Learner of the Week	Mr Khumalo	Science
Avocet Williams	8	Learner of the Week	Mrs Pickup	Drama
Amberley Keith	9	Learner of the Week	Mrs Pignatiello	Drama
Amberley Keith	9	Learner of the Week	Mrs Hernandez	Spanish
Yeshara Moodley	9	Learner of the Week	Mr Bainbridge	History
George Neave	9	Person of the Week	Miss Davis-Williams	Pastoral
Viganth RG	9	Learner of the Week	Mrs Greenfield	Geography
Freya Ridgewell	9	Learner of the Week	Dr Barmby	History
Nevaeh Agyemang	10	Learner of the Week	Mrs Greenfield	Registration
Ben Fletcher	10	Person of the Week	Mrs Holbrook	Pastoral
Toby Garrido	10	Person of the Week	Mr Bainbridge	Pastoral
Johnny Hullock	10	Learner of the Week	Miss Davis-Williams	RE & Pd
Izzy Palmer	10	Learner of the Week	Mr Andy	Mathematics
Muhammad Waseem	10	Learner of the Week	Mr Williamson-Ward	English
Sophie Jibb	11	Learner of the Week	Ms Bennett	English
Jack Pepper	11	Learner of the Week	Mr Brooker	English
Edith Bateman	12	Learner of the Week	Dr Hobbiss	Psychology
Jakub Bryja	12	Learner of the Week	Mrs Clark	Spanish
Jack Cotuk	12	Learner of the Week	Mrs Bolitho	English Literature
Lucia Karic	12	Learner of the Week	Miss McAleese	Psychology
Nathaniel Ladlow	12	Person of the Week	Mr Brooker	Pastoral

Name	Year	Type	Staff	Subject
Isabella Mahoney	12	Learner of the Week	Ms Bennett	English Language
Ameer Ramatally	12	Learner of the Week	Miss Davis-Williams	Politics
Isobel Smith	12	Learner of the Week	Miss Davis-Williams	Law
Amina Umar	12	Person of the Week	Miss Davis-Williams	Pastoral
Joshua Akintomide	13	Learner of the Week	Miss McAleese	Psychology
Joshua Akintomide	13	Learner of the Week	Dr Hobbiss	Psychology

Year 11 Progress Review Meetings (PRM): Thursday 15 January

- Mrs R Hall

Our PRM evenings are an opportunity to have a virtual meeting with subject teachers to discuss your child's progress using our online SchoolCloud platform.

Year 11 parents can book multiple 6-minute appointments on a first-come, first-served basis by clicking on this link PRM booking. The SchoolCloud booking system is currently live and will remain open until Sunday 11 January at 23:55.

If you have any queries about online booking or the PRM process, please email Mrs Hall via prm@bourne-grammar.lincs.sch.uk for assistance.

DofE Success – Gold Award Achievement – Atte Maaranen Year 13

- Mrs R Brett

Huge congratulations to Atte who has recently completed his Gold DofE Award. This completes the set of three DofE Awards that Atte has achieved over the last 3-4 years.

Atte chose to volunteer for his tennis club during his Bronze and Silver Awards, developing his coaching skills and helping the club train the young players. Atte was a valued member of the coaching team as well as the players. For his Gold volunteering, Atte spent 12 months helping at the Don't Lose Hope Café in Bourne, turning his hand to anything required to help with the running of the café. Atte's attention to detail and friendly nature saw him work well with both staff and customers.

Throughout Atte's progression through the DofE Award levels, he has developed his tennis skills and has become a great strategic player in both the singles and doubles game. For his Skills section, Atte has progressed through the grades, playing the cornet and trombone in the jazz style. For Gold, he decided to learn to drive, and is currently working towards his test.

The DofE Gold Expedition saw Atte work with a team of six navigating through the Peak and Lake Districts over challenging terrain and in difficult weather conditions. The team worked well together to support each other when things got tough.

For his residential section Atte spent a week in the Peak District participating in various outdoor activities such as rock climbing, bouldering, abseiling and developing navigation skills, throwing himself into all challenges and enjoying meeting new people.

Well done Atte, it has been a pleasure to support you through all DofE levels and I hope you are very proud of your achievements.

Have a wonderful day at Buckingham Palace when it comes. Best wishes from the DofE team.



Atte Maaranen out on his expedition

BGS Literacy Update: Letters To Our Sons **- Mr D Williamson-Ward (Literacy Coordinator)**

Have you ever found yourself wondering what advice you might give to yourself as a child? What experiences have shaped you as an adult and as a parent that you feel would be beneficial to share with your own children? How might this advice help them navigate their own childhood?

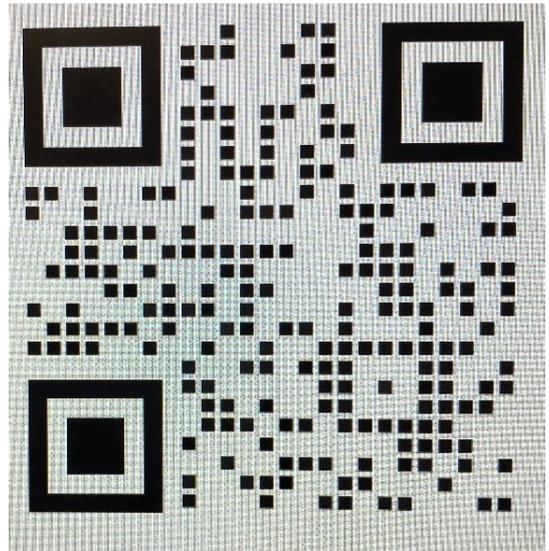
You may have seen the show 'Adolescence' last year starring Stephen Graham as the father of a young boy involved in a particularly harrowing experience. The show deals with some hard-hitting themes and issues relevant to young people growing up in the 21st century. Some of these issues may feel complex, frustrating and worrying.

Along with Orly Klein, a Psychology lecturer, Graham has decided to write a book influenced by the themes and ideas explored in the show. The book aims to contain letters from fathers, and they'd like it to reflect real life voices and will talk to generations of young boys for years to come.

The QR code below links to a short video whereby they both explain how they'd like fathers to write letters to their own sons – offering advice, direction and sharing with them their own experiences, hopes and ambitions. They'd like dads to help them write their book. If you could write a letter to your son (about anything you like) what would you include? You don't have to be a great writer to contribute, it is just about writing honestly. Submissions can be anonymous if you prefer and as brief as suits you.

Below are some tips for ideas your letter might include. The list is not exhaustive, and the QR link also takes you to Bloomsbury Publishing's website, where you will find more suggestions:

- What advice would you give when it comes to self-worth and peer pressure, in a world of likes and cancellations?
- What tips would you share with regards to navigating friendships and relationships in this digital age?
- When you think of a man you admire, what is it about their character and values that you admire?
- What do you hope your son will remember about you when he becomes a father too?
- What was a pivotal experience you had as a young man that you'd like to share with your son?
- What have you learned about being a man since becoming a father?
- What happy memories of being with your son will you remember forever?



Submit your letter
via letterstooursons.co.uk. Submission
deadline is Monday 12th January 23.59
GMT.

Terms and conditions, privacy notice and
further guidance can also be found through
this link too. If you change your mind, you
can withdraw your consent and opt out of
the project up to 12th February 2026 by
emailing
letterstooursons@bloomsbury.com

Finally, if you miss the national deadline for
Bloomsbury but would still like to share a
letter then we would be happy to include
some anonymous examples in future BGS
bulletins.

Please send letters via @academic should
you wish to contribute.

Design Engineering PIC Licence – Messrs Delpont, Dougall & Somerville

Last term in Design Engineering, Year 8 students completed their PIC licence projects. They have learnt to program microcontrollers, write their own programs using both analogue and digital inputs and design a housing using Solidworks (an industry standard CAD program) to use the three LED outputs on flying leads. They were given a choice of four ideas – elephant, snowman, traffic lights or scene - which they could then customise to their own unique designs. The housings were cut out using the laser cutter and assembled with their soldered PCBs. The photos below show some of their fantastic work! Well done Year 8!



Design Engineering Year 10 project #1 Dice – Messrs Delpont and Dougall

The Year 10s were given the challenge of making their own digital die using a seven-segment display. They had to design their own circuit, program using a binary decoder, design and make their PCB layout, and design and make their housing. A challenging but hopefully fun start to GCSE!

Below are some photos of their dice. Well done to both groups and we are looking forward to seeing what they make for their second projects!

