

BOURNE GRAMMAR SCHOOL BULLETIN

Week ending Friday 16 October 2020

From Jonathan Maddox, Headteacher

NEWS FROM THE GOVERNING BODY

I am delighted to confirm that Mrs Angela Burrows, a barrister and parent of twin daughters presently in Year 9, has been elected to serve as a Parent Governor for a term of four years. Also a new Foundation Governor has been appointed for the same term; he is Mr Charles McLean, an appointee of the Bourne United Charities.

On Wednesday there was a virtual meeting of the Pastoral & Community Meeting at which we welcomed Mr Paul Loader, also a Parent Governor, to his first Committee meeting. The Governors received reports on how the School is operating under the present restrictions. The Governors have provided first-rate support to the Leadership Team, for which I am grateful, as my colleagues and I have worked hard to run the School with the aim of providing the best possible education for our students since the re-opening.

2021 PUBLIC EXAMINATIONS

The Government has published its decision regarding GCSE and A-Level examinations for next summer, so this item will be of particular interest to students in Year 11 and 13 and their parents/carers. The Secretary of State for Education has confirmed that the summer exam series will be put back by three weeks, allowing as much time as can practicably be allowed for further GCSE/A-Level teaching and for preparation for the examinations. Exams will begin immediately after the summer half-term, on 7 June 2021, and the examination period will continue to early July.

There is a change to the usual pattern of results days. These are usually on consecutive Thursdays in August but in 2021 both sets of results will be issued in a single week. The results days will be Tuesday 24 August for A-Level results and Friday 27 August for GCSE. Parents/carers and students are encouraged to have regard to these dates when arranging their holidays. The guidance can be found [here](#).

There has been no indication that the 2021 UCAS university application process will be changed so it should be assumed that students now in Year 12 who may wish to make a UCAS application in the autumn of 2021 will do so in the usual manner.

EVEN FASTER INTERNET

Our Internet provision, even now, is at the top end of what schools of our size and standing have but the Governors have supported a request for further upgrade. The demand for bandwidth is increasing and will continue to do so. We want to ensure that bandwidth will not be an issue in the event of a period of partial closure, during which staff would be in School but would need to provide some lessons by means of the Internet. The order for the upgrade has been placed but a go-live date is yet to be confirmed. It is likely, though, that the School will have a 1 Gbps (gigabit per second) service through our own existing dedicated fibre-optic bearer line by the end of the calendar year. Every student and member of staff will benefit.

PARENT-TEACHER CONSULTATION ARRANGEMENTS

Further to my previous update, we are close to finalising the arrangements for the very exceptional present School year. It has been decided to suspend the usual March Student Review Day - at which parents/carers are offered an appointment with their child's tutor, with the student present - and the subsequent Subject Teacher Consultation Evenings. In their place, and reflecting the particular circumstances this year, will be a programme of virtual meetings between parents and subject teachers which will take place over the course of a School day and two evenings before Christmas. Practical constraints dictate that appointments can this year be offered for students in Years 10 to 13 only. I expect to publish full details in a forthcoming issue.

EPQ PROJECT SUMMARIES - Mr Mitchell, Subject Leader: Law and EPQ Co-ordinator

Following their recent presentations of their Extended Project Qualification, two students have produced summaries of their reports to be included in the *Bulletin*.

'Has dental disease negatively compromised the quality of life of domestic rabbits in comparison to wild rabbits?'

Katie Chitty is a Year 13 student who is currently studying Biology, Chemistry, and Spanish. She intends to read for a degree in Veterinary Physiotherapy at university. In this summary of her research paper, which included comparisons between her own primary research survey of rabbit-owners and national trends, and an extensive literature review of veterinary science research relating to rabbits, Katie makes the case for better dental care for domestic rabbits.

Rabbits have 28 teeth, which continue to grow throughout their lives. These teeth grow approximately 12mm every month, and hence they are prone to overgrowing and causing severe dental pain to the rabbit. Dental disease 'occurs when their teeth grow in the wrong direction or grow abnormally long. These problems may be congenital or acquired'¹. Domestic rabbits, such as Netherland dwarfs and miniature lops, have 20% less genetic diversity than wild rabbits as a result of the domestication process and selective breeding², producing breeds that humans find 'cute' and 'appealing'. This means that many rabbits suffer from dental disease because they have been genetically altered to have flatter, shorter faces than wild rabbits (Figure 1), which reduces the space in their oral cavity for sufficient tooth growth. In addition, it is often the case that rabbit owners fail to feed their rabbits high fibre diets (involving a diet that should be 85% hay)³, which means that their teeth are not worn down and are allowed to overgrow, causing spikes (sharp elongations of the tooth that can penetrate the soft tissue in the mouth) to form and cause severe pain. The issues with dental disease also extend to the secondary conditions that can arise from the condition, such as gastrointestinal stasis. This is the progressive slowing of the gastrointestinal tract, which causes bloating of the rabbit's stomach and a cease in faecal production. If veterinary treatment is not sought immediately, it is likely that the rabbit will die from bloat. Dental disease can cause gastrointestinal stasis because the dental pain prevents them from eating, so the gastrointestinal tract begins to slow, and gradually shut down entirely.



Figure 1 shows pictures of author's rabbits with varying skull shapes and sizes

However, dental disease can be detected and treated by a specialist veterinarian. It is often detected through x-rays and CT scans (Figure 2), which can assess the severity of the disease and help to determine appropriate treatment options. As is shown in the CT scan of my own rabbit, tooth roots can elongate through the upper jaw and towards the ocular orbit, causing discomfort to the rabbit. However, given that rabbits are prey species, they show very little signs of pain – this makes dental disease incredibly hard to detect, prolonging the suffering of the rabbit⁴. Therefore, my research supported my hypothesis that dental disease does compromise the quality of life of domestic rabbits, and my own future recommendations include reducing the breeding of such rabbits where their health is compromised solely for human satisfaction; increasing owner awareness of the importance of seeking the appropriate diet for their rabbit; and encouraging owners to visit a specialist veterinarian that has the facilities to improve the rabbit's quality of life.

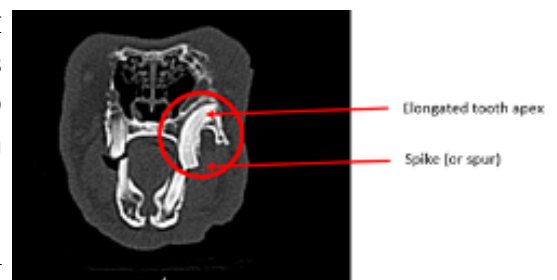


Figure 2 shows a CT scan of author's rabbit, emphasising the severity of root elongation

¹ Beers, H, 'Brush up on dental problems in pet rabbits', University of Illinois College of Veterinary Medicine, (16 September 2017), <[https://vetmed.illinois.edu/pet_column/dental-problems-pet-rabbits/#:~:text=Dental%20disease%20in%20rabbits%20occurs,severe%20dental%20disease%20\(right\)>](https://vetmed.illinois.edu/pet_column/dental-problems-pet-rabbits/#:~:text=Dental%20disease%20in%20rabbits%20occurs,severe%20dental%20disease%20(right)>)>

² Alves, JM et al, 'Levels and Patterns of Genetic Diversity and Population Structure in Domestic Rabbits', PLoS One 10(12), (2015), <https://pdfs.semanticscholar.org/17e4/ada1dfbb5f41037db562d887d395ea952edf.pdf?_ga=2.134071371.496827576.1591969973-402478124.1591969973> p.1,

³ Jekl, V and Redrobe, S, 'Rabbit dental disease and calcium metabolism – the science behind divided opinions', Journal of Small Animal Practice 54, (2013), <<https://onlinelibrary.wiley.com/doi/full/10.1111/jsap.12124>> p.483

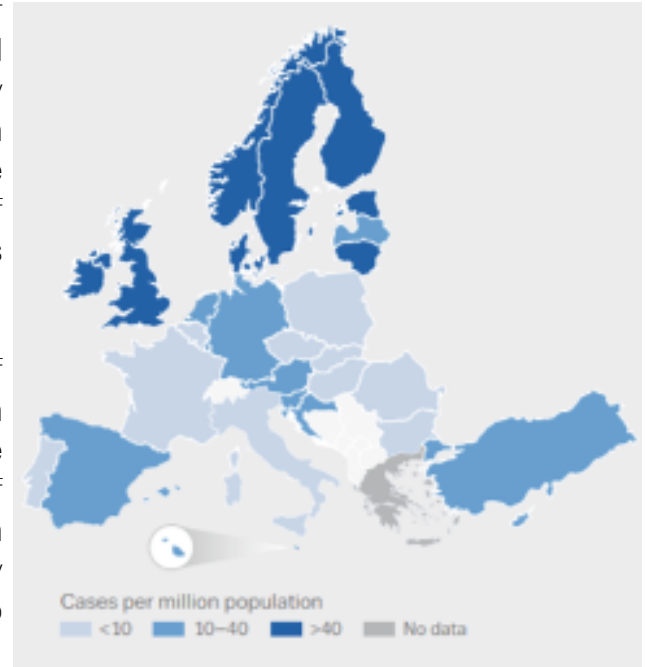
⁴ Mead, M et al, 'Dental Disorders in Rabbits', House Rabbit Society, (21 January 2013), <<https://rabbit.org/dental-disorders-in-rabbits/>>

‘How can the UK Government learn from international experience to help reduce the substance abuse problem in society?’

Charlotte Broxup is a Year 13 student studying Chemistry, Design Engineering, Mathematics and Physics. She intends to study Chemistry at university. In this summary of her research paper, which compared and contrasted international policies and approaches to substance abuse with the UK's own position, Charlotte argues for a shift in mind-set for UK policy-makers if this country is to get to grips with its own substance abuse problems.

Since January of this year, I have undertaken an EPQ on top of my other studies, on the research topic of UK drug policies, and how they can be improved using international experiences. My main port of call to find relatively local examples was a European Union organisation called EMCDDA, and from there I was able to research differing forms of drug policy through the use of journal articles, academic portals, and newspaper articles published on the subject.

The map¹ included with this article shows the prevalence of drug-induced mortality from countries within the European Union of adults aged 15 to 64 (as of 2017). The darker the colour, the worse the issue is – the UK is within the highest category of number of cases per million. This graphic was a foundation point for why I chose my topic, since it did not align with my own preconceptions about drugs in the UK, and I wanted to know why my ideas about the UK drug issue were so wrong.



For the foundations of my research, I started with news articles about changes to policies, before I dived into more complex sources. To summarise the article that began my research into Portugal (third in the list of further reading below), it explains the decriminalisation process of all substances, and the preventative methods implemented by the Portuguese government, such as needle exchange programs, and access to an anti-overdose medication called naloxone.

Overall, my findings were interesting, and at times, difficult to read, since the world statistics and overall estimations of lives lost to drugs are so high. A key aim of my project was to create a list of changes I believe the UK should implement to reduce the substance abuse problems we face in our society. This list began with the widening of education on the topic of drugs, and to teach about drugs in more contexts than simply harm reduction.

The reason behind this suggestion was the discovery I made surrounding drug-use – specifically amphetamine – in the Second World War, by soldiers from all sides. This is a largely unheard-of part of the war and increasing the general education of the public on a subject is more likely to help break down the societal stereotypes that force addicts into suffering alone.

A second suggestion I had was more on a legal and financial side of drug addiction, and treating addicts; if less addicts were incarcerated for non-violent drug crimes, then the money that currently goes to the justice sector could be diverted into healthcare, to make rehabilitation on the NHS a more common, and beneficial, occurrence. This is a strategy many European countries have implemented, such as Germany and Portugal, and an idea that Norway is on the way to applying.

The final item on my list of changes is more general, and that is to start breaking down all the stigma surrounding suffering with an addiction. Before any new legislation can be made, and used to greatest effect, the public have

¹ European Monitoring Centre for Drugs and Drug Addiction (2019), Drug-related deaths and mortality in Europe: update from the EMCDDA expert network, Publications Office of the European Union, Luxembourg, Figure 1, page 5.

to believe that addicts are deserving of all this change. People living with an addiction are, first and foremost, people. With the public healthcare system in the UK, there is little reason, other than all the prejudices, that addicts should not be able to receive the treatment they need to be healthy again.

This can start with a shift of mind-set, and a united front from the government, which can sometimes feel like a far-off dream, but in this context, we all value people, and we all value life. People living with an addiction are automatically devalued, and this is where we need a change.

Creating that first change will be the most difficult, but once there is a first move out in the open, and ideas begin to change, it could lead to a snowball effect, to make the country, a better, healthier, recovery-friendly place.

Some references for further reading:

Ferreira, S. (2017, December 5). Portugal's Radical Drug Policy is Working: Why hasn't the world copied it?

The Guardian. <https://www.theguardian.com/news/2017/dec/05/portugals-radical-drugs-policy-is-working-why-hasnt-the-world-copied-it>

Ghoshal, M. (2019, Nov 22). Everything You Want to Know About Benzedrines.

Healthline <https://www.healthline.com/health/what-is-benzedrine>

Høie, B. (2019, Dec 20). A Historic Day for Norwegian Drug Policy. Government.no.

<https://www.regjeringen.no/en/aktuelt/historic-day-for-norwegian-drug-policy/id2683528/>

Kauschanki, A. (2019). Drug Addiction in Russia: Draconian Laws Instead of Help.

DW. <https://p.dw.com/p/3SnmZ>

Loudis, J. (2017). The Third Reich was Addicted to Drugs. The New Republic.

Łukasz, K. (2019). A Pharmacological Gulf of Tonkin: The Myth of the Addicted Army in Vietnam and the Fear of a Junkie Veteran. In T. e. Boyce (Ed.), *Historicizing Fear* (pp. 157-175). University Press of Colorado.

ARTWORK

In 2018, Fine Art students entered the Bourne Grammar Portrait Award. The standard of work across all age groups was exceptionally high, with students producing self-portraits, studies of family or famous people in a variety of materials.

Our winner, Adam Thompson, was given the task of producing a commission for the Art Department of a famous artist. His completed portrait of Tracey Emin can be seen to the right. The painting portrays Emin in her studio, ready to work, apron on, confident against a back drop of artistic figures.

This stunning piece, in oils, took Adam months to produce and will be displayed in the Art corridor for all to admire.



HOUSE NEWS - Miss Currier, Meitner House Leader

The House Championship for the new school year has got off to a competitive start, with students in all years already earning massive numbers of House Points through their hard work and effort in lessons, and within the wider School.

Year 7 students also joined in for the first time, creating posters to represent their Houses. Their brief was simple - to design a poster to represent their House, by either researching and sharing information about their House founder, or a poster to inspire and motivate other students in their House.



The results were a delight to behold! We were blown away by the creativity and inventiveness of their entries - it was a tough decision to choose the winners. Awarding criteria included creativity of design and ideas, level of inspiration of the poster, and artistic skill. Points were awarded for the overall best three posters, with several other entries selected as 'Highly Commended', as well as points given to the House with the highest number of entries. Well done to all of our winners and highly commended entries, plus all Year 7 students in Meitner who helped their House to win points for the highest number of entries.

Winners



1st Prize
Chloe Seaton
(Rorschach)



2nd Prize
Emily Seaton
(Rorschach)



3rd Prize
Oscar Bryson
(Tinbergen)

Highly Commended



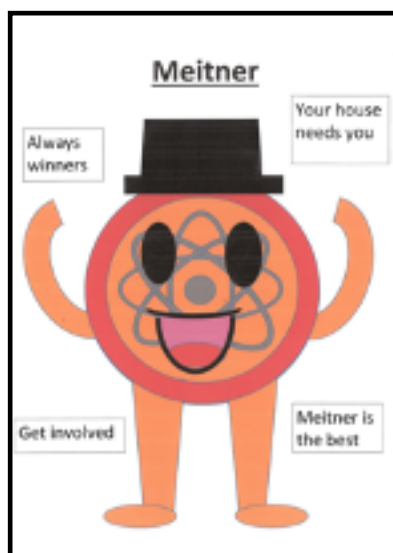
Jenson Moss
(Tinbergen)



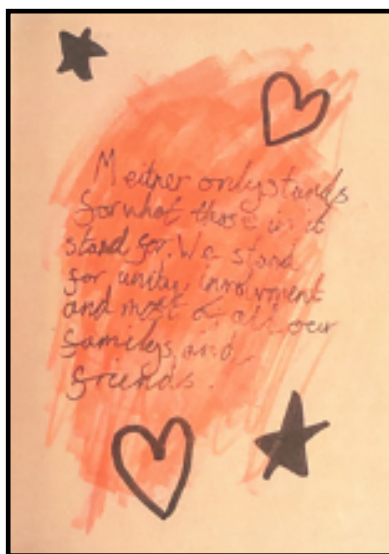
Jasmine Ferrara
(Behn)



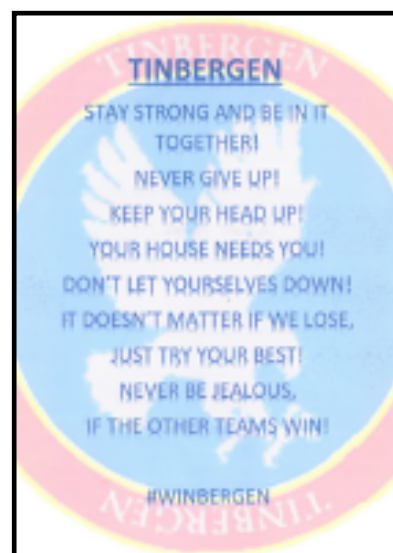
Lily Cade-Stewart & Eleanor Winn
(Meitner)



Callum Selby
(Meitner)



Charlotte Sidebotham
(Meitner)



Maitham Mavani
(Tinbergen)

HOUSE POINT TOTALS

11,862	12,352	11,830	11,843

*These totals show all House Points earned minus Behaviour Points.
It includes points from all students in each house up to 15/10/2020.*

INDIVIDUAL ACHIEVEMENTS

Sport Sophia Bull (Year 10) has been selected to represent the county, playing football in the Under 16 squad. She is currently signed to Nottingham Forest F.C.



STUDENTS OF THE WEEK

Name	Year	Staff	Subject
Connor Dunn	7	Mr Brown	Computing
Julius Priedis	7	Mr Delport	Design Engineering
Charlotte Smith	7	Mr Walker	Design Engineering
Petra Szoboszlai-Kendrick	7	Mr Walker	Design Engineering
Bronte Wyvill	7	Mr Howard	EPR
Jack Cotuk	7	Mr Tomlinson	Music
Millie Herrick	8	Ms McVicker	English
Chiara Pacitti	8	Mr Jones	Music
Oliver Trumble	8	Mrs Lawrie	Mathematics
Mayra Narang	8	Mr Fone	Computing
Sam Gupta	9	Ms Creedon	Spanish
Imogen Leaton	9	Mr Delport	Design Engineering
Nabeeha Saeed	9	Mr Delport	Design Engineering
Elizabeth Burrows	9	Mr Gillespie	Mathematics
Hermione King	9	Miss Patman	Spanish
Hermione King	9	Ms McVicker	English
Hermione King	9	Mr Green	History
Sam Davies	9	Miss Segarra Ginés	Spanish
Flynn Henderson	9	Mrs Pignatiello	Drama
Ava Hepplewhite	9	Miss Mafusire-Strawford	Art
Vivienne Chen	9	Miss Lindley	Registration
Qais Raja	9	Miss Doerpinghaus	German
Eliana Russo	9	Mrs Cowell	French
James Christou	10	Miss Bennett	English
Efe Halilov	10	Mrs Lattimer	Mathematics
Efe Halilov	10	Ms Kemp	English
Michael O'Donnell	10	Mrs Williamson	English
Sharon Abraham	10	Mrs Williamson	English
Anthony Catherwood	10	Miss Dorosenko	Biology
Bhavana Dukkupati	10	Mrs Woolf	Chemistry
Adam Taylor	10	Mr Walker	Computing
Courteney Bell	10	Mr Mitchell	Physics
Elijah Ford	10	Mr Walker	Computing
Elizabeth Allen	11	Mrs Lawrie	Mathematics
Daanyaal Saeed	11	Mrs Lawrie	Mathematics
Zakary Teillant	11	Miss Bradley	PE
Michal Siwik	11	Mrs Lawrie	Mathematics
Sophie Jordan	11	Mr Flight	Mathematics
Jessica Mahoney	11	Mr Ray	PE
William Merricks	11	Mrs Worrall	Spanish
Ben Moore	11	Dr Barnby	History
Zara Chambers	11	Miss Hurrell	Spanish

Name	Year	Staff	Subject
Louis Bage	12	Mr Flight	Mathematics
Daisy Palmer	12	Mr Tighe	Politics
Holly Moore	12	Miss Sanders	Sociology
Lucy Cowell	13	Miss Smallshaw	Chemistry
Abby Garthwaite	13	Miss Turton	Theatre Studies
Zoe Hutton	13	Miss Capper	History
Zain Naseeb	13	Mr Hartley	Economics
Daisy Rushen	13	Miss Watson	English Literature
Lucy Howells	13	Miss Watson	English Literature
Haaniyah Mawani	13	Mrs Shales	Mathematics
Joe Heppenstall	13	Mr Delport	Design Engineering
