



# BOURNE GRAMMAR SCHOOL BULLETIN

*Week ending Friday 15 January 2021*

*From Alastair Anderson, Headteacher*

My theme for this week, issued in a briefing to all students, was kindness. In the context of the current pandemic, the difficulties this is causing all of us and the need to pull together over the next few weeks this was an important message to convey. Kindness is powerful: it builds confidence, elicits smiles and demonstrates to those around us that we care. Plato once said “be kind, for everyone you meet is fighting a harder battle” and never was it more important to consider this actively. We are all working hard at present to maintain normality and protect our families, and no matter how tough things may become there are others finding things tougher. Kindness will go a long way to help strengthen and sustain our community.

But despite the ravages of the pandemic there was much in School to be proud of this week. Our GCSE and EPQ results from the autumn series arrived on Wednesday, and the EPQ results in particular were extremely good. Five out of six candidates were awarded an A\* for their projects and three of these achieved full marks. This is an astonishing achievement, and my thanks go to Mr Mitchell, Mrs Shales and Mrs Hawkins for their hard work in helping our students achieve so highly. We also began our on-site Covid testing programme and were pleased to welcome a team of RAF personnel from RAF Wittering, who arrived on Tuesday to quality assure our processes and help advise our staff. Their input was invaluable, and we are confident going forward that our testing programme is rigorous and safe. The students who were tested on Tuesday were fantastic, responding positively to what was asked of them and helping us learn the lessons from this experience. Whenever schools reopen, Bourne Grammar will be ready to ensure that testing runs smoothly and our community is kept as safe as possible.

Finally, it won't have escaped many of you that the Secretary of State for Education wrote to Ofqual this week, laying out a little more detail as to the path schools will follow when awarding GCSE and A-Level grades this summer. Having cancelled public exams it appears that some form of external assessment is back on the government's agenda, and we will wait to see where the current discussions lead us. To some degree Gavin Williamson's letter muddies the waters...but I was never in any doubt that there would be twists and turns ahead as the country grasps the implications of cancelled exams. I am more convinced than ever that the “business as usual” message issued at the start of term, with the need for all our Year 11 and 13 students to keep working and prepare for mocks or assessments as planned, is the right one. To all our Year 11 and 13 students: keep working. Heed the advice given so far this term, and lean on your teachers for their support. The road ahead may be a little bumpy, but hard work and the full support of the School will ensure you get to your journey's end successfully. We will get there together!



## OUTSTANDING EPQ SUCCESS FOR BGS STUDENTS

*Mr Mitchell, Subject Leader: Law and EPQ Supervisor*

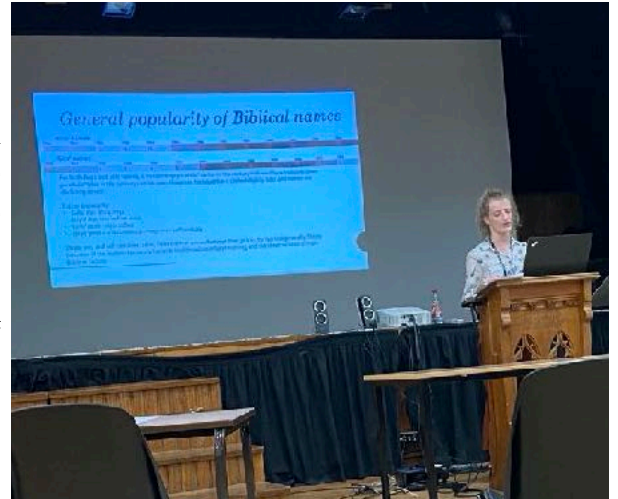
Six Year 13 students were rewarded for their intellectual curiosity and research skills with five A\* grades and one B grade for the AQA Extended Project Qualification (EPQ) course, including three students – Katie Chitty, Amber Moore and Anita Wong – who were awarded full marks (50/50) for their hugely impressive projects.

Katie Chitty investigated the impact of dental disease on domestic rabbits by comparison with wild rabbits. She carried out her own primary research of rabbit owners and analysed their findings in the light of national survey results. She also carried out an extensive literature review of the academic research in this field. She found that dental disease in domestic rabbits was an increasing cause for concern, identifying selective breeding, diet and access to specialist veterinarians as the key issues to address in improving the situation for these much-loved pets.

Amber Moore engaged in painstaking data-based research to examine her question, “How can we use the last one hundred years of religious forenames to predict their future?” She used existing data on popular boys’ and girls’ names going back over a century to discuss why Christian names remained popular, despite the fall in church attendance over that period, and investigated the trends relating to saints’ names and names in the religion of Islam. Her findings were original and eye-opening, especially as she was able to draw on a data pattern to suggest a return to popularity of



certain names in the future, identify the factors that affected naming practices and reveal some likely indicators of the future spelling of some religious forenames.



Anita Wong's project was inspired by her work experience in a care home, and her research, carried out with great enthusiasm and academic rigour, turned out to contradict her original hypothesis, which was that pharmaceutical drugs are more effective than social therapies in the management of Alzheimer's disease. Instead, extensive primary and secondary research brought her to the conclusion that a more integrated approach, combining drug treatments and social therapies, would yield the best results in managing this disease.

The following students are also greatly commended for projects of exceptional quality:

- Charlotte Broxup, who investigated what the UK Government could learn from international experience to tackle the substance abuse problems in society.
- Jasmine Forster, who investigated whether telomeres were a benefit or a hindrance to human health.
- Thomas Lawson, who investigated whether the Government had achieved the correct balance between public health and public wealth in its management of the coronavirus.

All of these projects were academically accomplished and show that these students are capable of research and analysis at the very highest level. It was a privilege to work with these incredibly talented and hard-working individuals.

Thank you to Mrs Hawkins, our Head of Careers, and Mrs Shales, our Head of Sixth Form, for supporting these students by co-ordinating the projects and providing internal moderation of assessment prior to submission to the examination board.

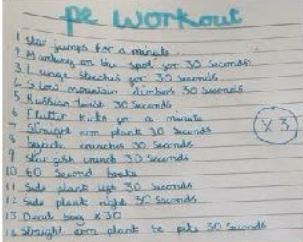
## HOUSE PE CHALLENGE - Report by House Leaders

It was decided by House Leaders and the PE Department to make the PE work set in the first two weeks of this term a House Competition. Students were able to choose from a number of both practical and theory based activities specific to their year group, including creating a poster explaining the short-term effects of exercise (Year 7), designing and completing your own yoga or stretching circuit session (Year 8) and the challenge of identifying, setting up and completing the fitness tests for cardiovascular endurance, speed, balance and co-ordination (Year 9).

To say the amount, but more importantly the quality, of work was outstanding is an understatement. The photo included with this report shows just a tiny snapshot of a few of the 300+ entries in the first week. It took the House Leaders a long (but extremely enjoyable) time going through and compiling the scores of all the entries but, in the end, the results were as follows...

1st - Meitner  
2nd - Rorschach  
3rd - Behn  
4th - Tinbergen

A massive well done to everyone that entered. Hopefully you enjoyed completing the activities.



**PE Workout**

- Star jumps for a minute
1. Lunges on the spot for 30 seconds
2. Lunges squats for 30 seconds
3. Lunges squats for 30 seconds
4. Lunges squats for 30 seconds
5. Lunges squats for 30 seconds
6. Lunges squats for 30 seconds
7. Lunges squats for 30 seconds
8. Lunges squats for 30 seconds
9. Lunges squats for 30 seconds
10. Lunges squats for 30 seconds
11. Lunges squats for 30 seconds
12. Lunges squats for 30 seconds
13. Lunges squats for 30 seconds
14. Lunges squats for 30 seconds
15. Lunges squats for 30 seconds
16. Lunges squats for 30 seconds

**EFFECTS ON THE BODY SYSTEMS**

- When the muscles start to work, they need more oxygen so the **respiratory system** responds by getting more oxygen into the lungs.
- Energy System**- increase in lactic acid production
- Muscular System**- increase in temperature of muscles; increased pliability (elasticity)

**I find football my most favourite sport to practice but also like rugby, cricket, tennis and basketball. My biggest reason I like PE is knowing that if I do it enough, every day, for as certain number weeks/months, I will be healthy and strong and will get in a good habit of doing exercise whenever and wherever I can. Sport or PE in general is good and challenging making me want to improve on my exercises and routines in my everyday life. I have a long list of sports that enjoy which to me is a good thing. I wish you the very best during these difficult times and a happy new year.**

**I believe I should captain a sports team in Yr 7 because I am an athletic and sporty person who thrives for a challenge or competition. I would work well with the other people in the team to help us play well because I am encouraging, supportive and I am not afraid to get my points across. I think I would also work well with keeping spirits high because I am happy and motivated so I could boost the happiness and atmosphere. I am also committed so I will try my hardest to make every match or competition and give it my all.**

**The reason why I enjoy PE so much is because it is really fun and I love doing sports. Although sports are supposed to make you energised, I sometimes find it quite relaxing to go outside and some running or something like that. I also love watching sport, I am mostly a football person so I mostly watch that.**

**I think that I would be a good sports team captain because I am a very good team player and I put a lot of effort into all of my sports. Also, I am a good motivator and will help other people when they need a little OR big push. Finally, I am good at being a team leader and am very sporty. I know that you don't have to be sporty to be a sports team captain but I'm writing this letter because I would like to be elected as team captain but also to show that anyone can be picked.**

**I hope that this has met the standards to what you expect of the task and that maybe I have even impressed you (that would be a big win)**

**To measure your heart rate, you have to find your pulse. Your pulse can be found either at your wrist (radial pulse) or neck (carotid pulse).**

**What I enjoy about sports:**  
I love being in the moment when you are coming up to shooting and then afterwards when you know you have done it.  
Also I love it when you have just scored, turned around and everyone is smiling at you and then come and high five you and hug you before Covid.  
It is an amazing feeling when you know all your practice has paid off.  
It is not always about winning it can feel incredible sometimes when know you did it you've won, whereas it is a good feeling to know you tried, you didn't win but you get your best shot which is all any one asks.

Exercise	Amount	Time	2 <sup>nd</sup> Try
1. Star Jump	82	1 minute	89
2. Press Ups (No knees)	33	1 minute	22 (30secs)
3. Press ups (With knees)	49	1 minute	60
4. Sit Ups	28	1 minute	30

**1. PLACE ONE OF YOUR HANDS, WITH YOUR PAIN FACING UPWARDS.**  
**2. TAKE YOUR INDEX FINGER AND MIDDLE FINGER OF YOUR OTHER HAND AND PLACE THEM AT THE BASE OF YOUR THUMB.**  
**3. PRESS YOUR SKIN LIGHTLY WITH YOUR TWO FINGERS UNTIL YOU CAN FEEL YOUR PULSE.**





If you ask people to put a hand on their heart, they will most often place it on the left side of the chest. The heart, however, is much more centrally placed than that. It is actually between the right and left lungs, in the middle of the chest, and only slightly to the left. Many people can feel their heartbeat in their chest, especially after strenuous exercise, but this is not the case for everyone.

**Equipment you will need over your time at BGS**  
The Boys PE uniform includes:  
Nothing to hold men they must have it with them every lesson  
• V5 shirt  
• PE shorts  
• Socks or boots (for colder months)  
• Handie bottles can be purchased for colder months.  
• Long socks for certain sports will need to be worn.  
• Football socks  
• Hockey sticks for when the boys do hockey.  
• 1/2 a shoe must be provided yourself.  
• Kettlebells Follow

**Benefits of exercise**

- 1. Increase your energy and endurance
- 2. Protect against many chronic diseases
- 3. It would improve your quality of sleep
- 4. Reduce weight of anxiety and depression
- 5. Improve your present outlook
- 6. Having a better attitude and outlook on everything
- 7. Having a better attitude and outlook on everything
- 8. Having a better attitude and outlook on everything
- 9. Having a better attitude and outlook on everything
- 10. Having a better attitude and outlook on everything

## HOUSE POINT TOTALS

			
965	1,146	1,278	1,189

These totals show all House Points earned minus Behaviour Points. It includes points from all students in each house up to 15/01/2021.



## YEAR 9 PHOTOGRAPHY COMPETITION - *Report by Miss Bradley, Head of Year 9*

Year 9 students are participating in a weekly photography competition during lockdown. They are given a theme each week, before Miss Turton shortlists the many entries down to a handful. These are then posted anonymously on our *TEAMS* page and students vote for their favourites. This week's theme was 'Home' - we hope you like our winning entries!



1st Place - Flynn Henderson



2nd Place - Raj Sisodia



3rd Place - Grace Butler



3rd Place - Tristan Ng

## CATCH-UP SESSIONS - Mr Hewitt, Deputy Headteacher (Academic)

Academic catch-up sessions are continuing to take place remotely *via TEAMS* despite the current lockdown. Students may attend any session(s) of their choosing as published below, and need only 'join' the meeting when it begins at 17:00.

	YEAR 8	YEAR 9	YEAR 11	YEAR 13
	<b>SCIENCE</b>	<b>COMPUTER SCIENCE</b>	<b>MATHEMATICS</b>	<b>BIOLOGY</b>
Monday 18 January	Environment 2 Mrs Woolf TEAMS	Game Development Mr Walker TEAMS	Simultaneous Equations Mr Sheppard TEAMS	Biochemistry Part 2 Mr Vaughan TEAMS
Tuesday 19 January	<b>HISTORY</b>	<b>CHEMISTRY</b>	No Session Available	No Session Available
	Key Skills: Cause and Consequence Mr Green TEAMS	Rocks Mr Marsden TEAMS		
Wednesday 20 January	<b>ENGLISH</b>	<b>BIOLOGY</b>	No Session Available	<b>CHEMISTRY</b>
	Reading: Providing thoughtful and well-developed analysis. Miss McVicker TEAMS	Year 8 Variation Part 4 Miss Dorosenko TEAMS		Organic Chemistry Catch-Up 1 Mr Mitchell TEAMS
Thursday 21 January	<b>COMPUTER SCIENCE</b>	<b>MATHEMATICS</b>	No Session Available	No Session Available
	Algorithmic Thinking Mr Walker TEAMS	Transformations 2 Mr Sheppard TEAMS		

# STUDENTS OF THE WEEK

Name	Year	Staff	Subject
Ata Egeli	7	Miss Patman	Spanish
Georbin Biloy	8	Mr Farrow	Mathematics
Matilda Eagle-Brown	8	Miss Hurrell	Spanish
Jason Ogoe	8	Mr Andy	Mathematics
Joshua Oladejo	8	Mr Williamson	Art
Jessica Parbery	8	Mrs Williamson	English
Holly Potts	8	Mr Lennox	Science
Kris Rushworth	8	Miss Segarra Ginés	Spanish
Elliot Southwood	8	Miss Atkinson	EPR
Jacob Townsend	8	Mrs Williamson	English
George Bell	9	Ms Kemp	English
Megan Drake	9	Mrs Clark	Spanish
Takunda Fashitidu	9	Mrs Welling	Art
Sam Gupta	9	Miss Doerpinghaus	German
Tristan Ng	9	Miss Doerpinghaus	German
Lotte Cole	10	Miss Bennett	English
Efe Halilov	10	Ms Creedon	Spanish
Danielle Leku	10	Mrs Williamson	English
Grace Lester	10	Miss Bennett	English
Samantha Thomas	10	Mr Sheppard	Mathematics
Ollie Wilson	10	Mrs Williamson	English
Seth Cardew	11	Mrs Williamson	English
Cieran Cuthbert	11	Ms McVicker	English
Amelia Griffiths	11	Mrs Worrall	Spanish
Anna Paskin	11	Mr Tighe	EPR
Lauren Stuart	11	Mr Adams	Mathematics
Isabel Loader	12	Mr Mitchell	Law
Daisy Reeves-Turner	12	Mr Howard	Religious Studies
Helene Wilson	12	Miss Bradley	PE

## INDIVIDUAL ACHIEVEMENTS

### Music

- Tanish Patel (Year 7) has passed his Grade 5 Music Theory Exam.
- Livvy Bodmer (Year 7) has achieved a distinction in her Grade 5 ABRSM Practical Singing Exam.