



# Chestnut News

Date: 10 July 2020 Issue No: 110

## MESSAGE FROM THE HEADTEACHER

Dear Families,

Welcome to the last newsletter of this academic year. The last few months have gone by in a bit of a blur. I'm sure you all feel the same. I can't quite believe that we have reached the end of the school year, the last few months have gone by in a flash. It has been lovely to continue to welcome Year 10 and Year 12 students back into school this week as well as welcoming Year 8 students and their parents for our parent/tutor afternoons. Next week we will welcome back students in Years 7, 8 and 9 for a final session with their tutor before the summer break. Whilst the return to school can seem quite daunting, we have seen that as soon as students are back they are quickly reassured and settle back into a routine.

Last Thursday the government published its long awaited guidance on the full-reopening of schools. I have provided you with a link to the guidance below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Whilst the guidance represents a logistical challenge for all schools, we are delighted that we will be welcoming all of your children back to school full-time in September. We have missed having them in school a great deal and we can't wait to get back to a more structured routine of learning. At the moment I am working with the entire school community to firm up plans that will enable us to adhere fully to the government guidelines. It is too early to share the detail of our thinking with you at the moment and we will write to you in due course to explain exactly how the school will operate from September. What I can share with you is that, in line with current guidance:

- All students should return to school from the start of term. There is no longer any parental discretion and it is a legal requirement to send your child to school. I understand that some of you will have particular anxieties about a return to school and we are committed to working with you to ensure that the transition back to school is as smooth as possible. We understand that for some students they may have to follow a slightly different pattern to the rest of the students in order to ease this



transition. Please speak to your child's RSL as soon as possible if you have any concerns.

- Students will be taught in year group 'bubbles' in order to minimise contact between year groups. Each bubble will be the size of a year group, except for the Sixth Form which will be a bubble in its entirety. Each bubble will occupy either a classroom or an area of the school and will remain in that area for nearly all of their lessons. Teachers and support staff will move each lesson rather than the students. Provision will be made for specialist teaching wherever possible and careful consideration is being given to this, particularly for students in KS4 and 5.
- The government have now updated their advice to state that it is not necessary for students to maintain social distancing within year group bubbles providing certain preventative measures are in place (e.g. students facing the front, regular hand sanitising etc). Staff will be expected to try to maintain a 2 metre distance from the students at all times.

I am confident that we will be able to implement the government guidance fully and will be able to deliver a broad and ambitious curriculum whilst keeping staff and students safe. It is inevitable that there will have to be compromise along the way in order to make the government guidance work but I know that I can rely on the support of students, staff and parents.

We are currently in the process of finalising our arrangements for the start of the Autumn Term and I will write to each year group separately over the coming weeks to explain the detailed plans for your child. We will be staggering the start of term for all students in order to ensure we can spend the time we need to induct students back into the school. This might result in a minor change from the previously published dates. The start of term for the new Year 7 cohort remains Friday 4th September.

I hope that this brief outline gives you confidence that we are working hard to return all students to school safely from September.

Finally I would like to thank you for all of your support over the previous few months. I have really valued the positive comments that you have sent through and your words of encouragement throughout these unprecedented times. Thank you also to all of you who responded to the parental survey. The feedback you have given us is invaluable and will help us to improve our online learning in the future. I am grateful for your honest feedback and naturally realise that there are improvements we can make which we are already working on.

Have a wonderful summer and we look forward to welcoming you all back in the Autumn Term.

Best wishes,  
**Mr C. Kingsley**  
**Headteacher**

## Safeguarding *Article 19: Right to protection*

Your child's safety is of paramount concern to us. If you have any concerns over the personal development, behaviour or welfare of your child or any other child within Chestnut Grove Academy that cannot be resolved by the child's teacher, tutor or RSL, please contact the Safeguarding team via the safeguarding e-mail, [safeguarding@chestnutgrove.wandsworth.sch.uk](mailto:safeguarding@chestnutgrove.wandsworth.sch.uk)

This e-mail is automatically sent to the full safeguarding team and either Ms Jackson (Designated Safeguarding Lead) or one of the Deputy Designated Safeguarding Leads: Ms Jolley; Mr Collins (KS3); Mr Bedford (KS4) or Mr Taylor (KS5) will respond to you directly.

If students/parents have any concern about a safeguarding issue that they would like to report anonymously they can use the SHARP system on the Chestnut Grove Academy website. This is a link which enables an email to be sent into Chestnut Grove Academy reporting any issue. This comes to the school and will be followed up by the appropriate member of the pastoral team depending on the concern.

## CURRICULUM

We would like to thank parents and students for your patience during lockdown. It has been a true test of resilience for both students and staff who have had to adapt to a new method of delivery whilst dealing with emotional challenges at home.

Building an online curriculum has been a steep learning curve and our students have steered the direction of improvements with their requests for clearer instructions regarding assignments, voice-overs and live streaming. We appreciate that things have not been perfect and we remain committed to ensuring our students receive a high quality curriculum.

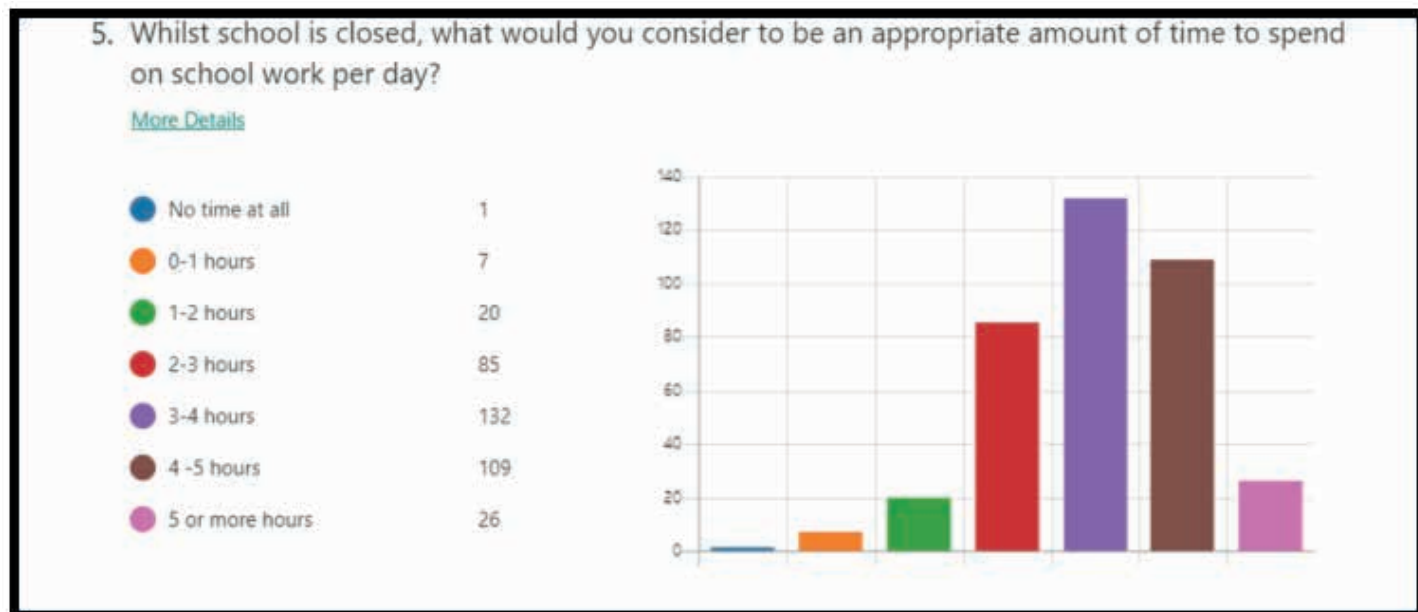
We would like to share the findings from the **Parent Survey** and we will be using this feedback to strive for further improvements – see below. Thank you for taking the time to complete it.

### **Parent Survey summary:**

380 families responded to the survey, with a vast majority representing KS3. Due to the wide range of students' needs arising from significant differences in home circumstances, students' ability to work independently, family health and financial situation, the responses are reflective of individual families' circumstances. Therefore, generalisations often created contradictions – the same aspects of provision received both positive and negative mentions. This is likely to show the widening of the range of academic and pastoral needs during the lockdown. Overall, families thought that the school's expectations of students were appropriate, incl. number of hours of work required of students and level of challenge. Positive feedback has been provided with regards to communication (incl. Newsletter, Headteacher's letters, Teams' chat), live lessons, support (incl. LSA, SEND, financial, wellbeing). The respondents suggested they would like more interactivity (incl. regular check-ins with students, more chat via Teams, more live lessons, small group seminars, etc.) as a means of enhancing students' academic progress (accessing and understanding work, organising students' time) and wellbeing. As there were successful examples of all of the proposed strategies, it can be concluded that the model for effective online learning has emerged; however, it needs consistent application across the online curriculum. Please see below detailed responses to some of the questions:

### Question 5:

- 35% of families said 3-4 hours is the appropriate time to do school work at home
- 29% said 4-5 hours
- In Year 7 - 10 almost equal distribution between 1-2; 2-3; 3-4; 4-5 hours
- In Year 12 50% said 4-5 hours



### Question 6:

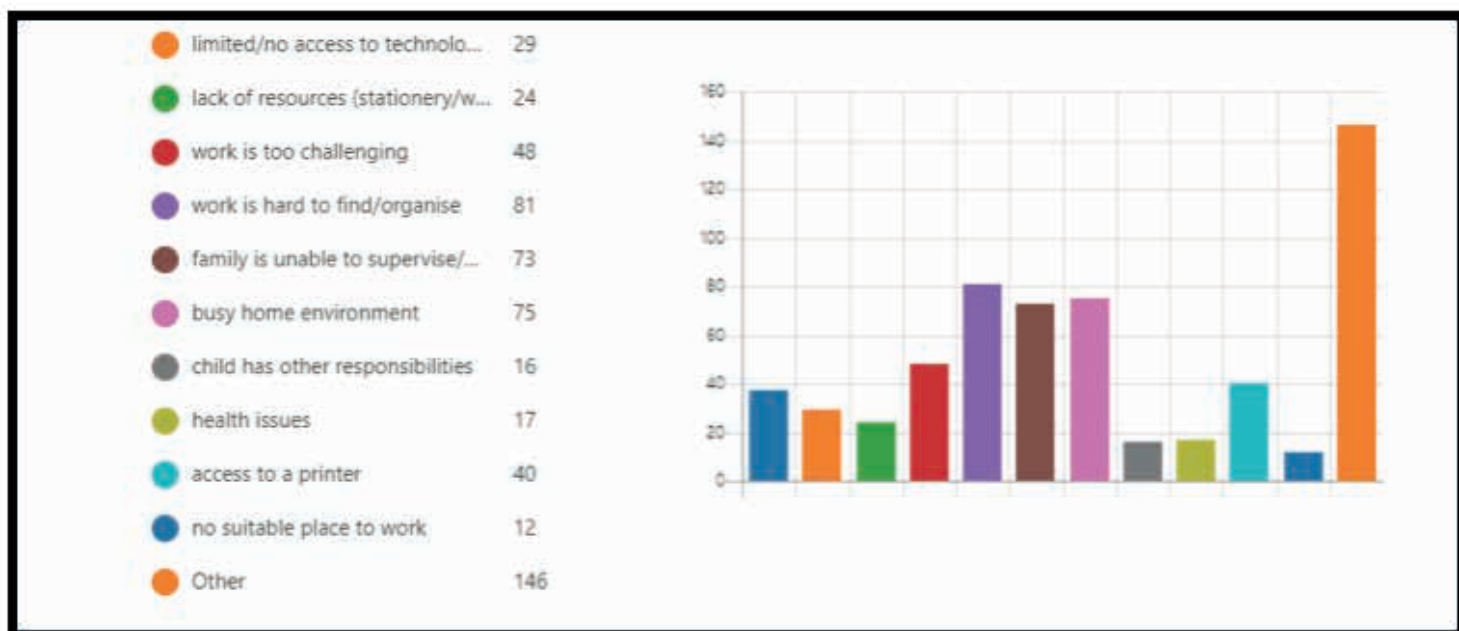
What, if any, factors have prevented your child from making progress at home? (You may select more than one option)

Summary of **main factors** in the order of **importance**:

1. Work is hard to find/organise
2. Busy home environment
3. Family is unable to supervise

Summary of **other** in the order of **importance**:

1. **Students**: lack of motivation, unable to organise their time, many distractions (social media)
2. **Online learning** mode: not being able to speak to teacher and classmates, less guidance from teachers, used to face-to-face learning
3. **Technical**: sharing laptop, issues with the internet connection



### Question 7: Thinking about the work that your child has been completing at home

	Agree	Disagree
The work set is challenging and makes my child think	73%	12%
My child has made use of the chat function to engage with subject teachers	70%	18%
My child can complete work independently and without support from home	69%	25%
Subject teachers have been readily available to support my child	67%	16%
Feedback is effective and helps to move learning forward	62%	17%
Feedback has been sent in good time	61%	21%
The work set is engaging and interesting	60%	23%
I have seen the quality of work set improving over time	58%	16%
The work set is varied and dynamic	55%	25%

### Question 15. Please tell us about anything that the school has done which has had a positive impact on your child's home life and wellbeing:

Summary of **main points** in order of **importance**:

1. Teachers and tutors: keeping in touch, positive feedback, personalised support
2. Live lessons
3. Communication incl., regular check ups from teachers and tutors
4. Newsletter
5. Support / wellbeing
6. Chats via Teams

### Question 16/17. Is there anything else we could have done to support your child's emotional health and wellbeing?

Yes – 29%

Summary of **main points** in order of **importance**:

1. Regular contact from tutors (phone, video)
2. More live lessons
3. Contact with other students, small group seminars
4. More support with work (Year 7)
5. Less work / homework
6. More support with wellbeing through Health

### Question 18. Thinking about communication and pastoral support:

	Agree	Disagree
I have found the newsletter useful for keeping up to date with what is happening at school	91%	5%
Communication from school has been clear and informative	85%	5%
child's tutor with regards health lessons, wellbeing and support	66%	21%
When I have raised questions with the school, I have received a timely response	61%	8%
Tutor group chats have been a useful tool in developing wellbeing	54%	23%

The school has provided good pastoral support for my child	53%	12%
My child has engaged in weekly health lessons	43%	30%
Health lessons have been useful in developing resilience and mental wellbeing	36%	23%
We have been able to access support (financial, technological or emotional) from the school)	34%	8%

**Question 19. Please tell us about anything about communication and pastoral support that the school has done which has had a positive impact on your child's experience during school closure:**

Summary of **main points** in order of **importance**:

1. Regular contact
2. Support (CAHMS referral, key worker, laptops, LSAs, dyslexia support worker, technical, financial, with work
3. Encouragement / positive feedback

**Other:**

Timely response  
 Newsletter  
 Live lessons

**Question 20. Is there anything we could have done to improve our communication and pastoral support during school closure?**

Yes – 29%

Summary of **main requests** in order of **importance**:

1. More regular / timely communication; parent-teacher check in; teacher-student check in
2. More face-to-face interaction with teachers and tutors
3. More communication with parents regarding outstanding work, assignments set, deadlines

The families who said they would like to discuss any issues further with the school, will be contacted by a member of SLT before the end of the academic year.

## Learning next week & Summer Holidays

For students in Years 7-10 subjects will be providing a '**Learning Checklist**' which outlines what students are expected to know. We are also providing links to **revision materials**. We hope students will use some of the Summer Holidays to address any gaps in their knowledge to support preparation for September. Furthermore, we will be organising for students to collect their exercise books.

For our Year 11 students we have provided transition materials for our Sixth Form which is available on our web-site. We also look forward to seeing you on results day on Thursday 20<sup>th</sup> August.

**On behalf of the staff - we have missed you all and look forward to seeing you in September. We hope you spend quality time with your loved ones, rest and relax over the summer!**

**Ms Davies**  
**Senior Deputy Headteacher**

**Mr Cheesbrough**  
**Assistant Headteacher (Curriculum)**

Whilst there are huge benefits to being online in order to stay connected to family and friends during this period, we are aware many parents may feel concerned about the activities and content children are accessing. The government has provided some helpful resources to help keep children safe from different risks online and where to go to receive support and advice.

It is important to have regular conversations about staying safe online and to encourage your children to speak to you if they come across something worrying online.

These resources provide guidance for parents and carers to keep children safe online. They will, amongst other things, support you to talk to your child about a range of online safety issues, set up home filtering in a child-friendly way and set up age-appropriate parental controls on digital devices:

Thinkuknow by National Crime Agency-CEOP (Child Exploitation and Online Protection) provides resources for parents and carers and children of all ages to help keep children safe online

- Childnet has developed guidance for parents and carers to begin a conversation about online safety
- Parent Info is a collaboration between Parent Zone and NCA-CEOP, providing support and guidance for parents and carers related to the digital world from leading experts and organisations
- NSPCC has guidance for parents and carers to help keep children safe online
- UK Safer Internet Centre provides tips and advice for parents and carers to keep children safe online - you can also report any harmful content found online through the UK Safer Internet Centre

The BBC have a website and app called Own It. The website has a lot of content for children to help them navigate their online lives, and the free smartphone app comes with a special keyboard which can intervene with help and support in the moments that children need it the most. It can be downloaded for free in the Google Play Store and Apple App Store.

SafeToNet is an app for parents to help them safeguard their children from online risks like cyberbullying and sexting, whilst respecting their child's rights to privacy. The SafeToNet Foundation is providing UK families with free access to 1 million licences during coronavirus.

We hope that these links will be useful and that you will take this as an opportunity to talk to your children about how they use the internet.

***Ms Jackson***  
***Deputy Headteacher***



# Supporting our students in need during Covid-19

Local and school community spirit, generosity, and compassion has enabled us raise £42,000 to make a huge difference to our students and families. One anonymous donor said *'I pass the school on my way to the shops. I don't know anyone there but we're all one community and every child deserves an equal chance. Please know that we believe in you and we're rooting for you'*  
We are grateful to anyone who has taken part in any way and we hope you can see from this what a difference you have made so far.....

*'This is a lifeline for families such as ours'*

**16 students** benefitting from counselling sessions funded through the scheme.



**5 families** assisted to date to receive items or help from other grants and trusts for urgent items and needs.

*'These food coupons have really helped to lift the anxiety we've been going through being unsure how we would make ends meet'*

**25 families** supported so far with small grants and vouchers for emergency support including food vouchers, emergency items and living expenses - this has reached over 60 young people in those families.

*'The vouchers and the financial contribution towards our bills has made a huge difference to our life and I cannot thank you and the CGA team enough for your kind support, it's been a life saver'*

*'I felt really comfortable and it has helped me a lot this week'*

*'My son is engaging far more with school and his friends now that we can get online - he seems much happier'*



**74 LAPTOPS** donated or bought through the Friends of Chestnut Grove campaign and delivered to students and families that need them. A further 27 received through the government scheme and distributed to our pupils.

**£14,800** of emergency funding spent, or committed to date

*'I actually really enjoyed it my counselling course, was way easier to talk openly when I realised that I wasn't being judged at all'*

**17 new families** registered with Free School Meals and now receiving vouchers from the government

We hope to continue this support throughout the Summer holidays and into the next academic year. We have applied for more grants and our crowd-funding platform will remain live, please do share:

<https://donatemyschool.com/chestnut-groveacademy2116>  
or contact Ms Noble on [snoble@chestnutgrove.wandsworth.sch.uk](mailto:snoble@chestnutgrove.wandsworth.sch.uk) for more information.



As you can see from the information above, we have been working hard to support our families that need it, and we are extremely grateful to everyone who has contributed in any way. Since we produced this update we have also arranged to fund a summer holiday scheme for ten students and also to pay for mental health first aid training for all LSAs at school, enabling us to better support everyone when they return back to school next term.

We have applied for funding to continue this support for as long as possible and although we are awaiting the results of the applications, we have put together a team of volunteer staff to ensure that anyone getting into difficulty can get through.

Over the summer holidays, it will not be possible to refer new families for Free School Meals through the government scheme. If you feel that your family is under severe financial strain or other difficulty as a result of Covid-19 over the holidays, then you can contact us either by email on:

[access@chestnutgrove.wandsworth.sch.uk](mailto:access@chestnutgrove.wandsworth.sch.uk) or by calling 020 8673 8737 between 8am and 4pm and asking for extension 2324 (this is an answer-phone).

We will respond to you within one week of receiving an email or answer-phone message and provide you with the information you may need to get an emergency grant and/or other support that you or your family needs (such as counselling for students). Please be aware that all applications have to go through two levels of authorisation and it may be up to three weeks before assistance is received. It is also not guaranteed that every application can be supported.

Once again, we thank you for all your support and we wish you a safe summer.

**Ms Noble**  
**Development Manager**

## 7 DA VINCI'S LIFE IN LOCKDOWN

Students in 7 Da Vinci were asked to write about life in lockdown as a young person, as part of a tutor group competition. Entries were of a high standard, thank you to all those that entered: Aze Maya, Aran, Hamnah, Jessica, Max and Rosa.

The winner of the competition was: **Tehya De Souza** and the runner ups are **Ryley Burrridge** and **Umma Zukanovic**.

### My Life in Lockdown- Tehya De Souza

On the 19<sup>th</sup> of March, school closed due to the coronavirus pandemic. Life has changed a lot in these 20 weeks of lockdown. Some of those changes have been great, others not so much. So here I am, writing a blog about how much life is different now.

I honestly thought that I'd be able to get up late, watch TV all day and just do nothing- my mum had other ideas. She has been making sure that we get up at a good time, do our school work and get

enough exercise. Overall having a structure to my day has been good. The best part about remote schooling is that it's really flexible- I can do whatever subjects I like whenever I like (within reason) and I can take the afternoon off if I want, although that would mean I have to work later another day. I also generally sit next to the snack cupboard; it isn't great for my teeth, but when there's a packet of Jaffa Cakes calling, you must listen. Since lockdown, I've had lots of time to ride my bike, bake, read and have lots of movie nights. All this family time has been great!

However, I miss chatting with my friends on the way to class and I'm sure my school uniform isn't too happy about sitting in my wardrobe, gathering dust either. I miss the fun lessons, the cool experiments that we do in science, learning steel pans and drama club of course. Remote schooling is great, but it can't beat actually going to school.

I also miss my family. I've managed to see my grandma (by obeying social distancing rules), but nothing beats being in her living room, eating her delicious food and being surrounded by people I love. I also miss my cousin. She's 3 and all I want to do is give her a big squeeze hug. She'll probably fight me off after a minute, getting distracted over something like bubbles.

Lockdown really makes you realise just how much we take people and things for granted. We're so used to doing what we want when we want, it's scary.

Doctors and nurses have sacrificed so much for us during this pandemic. They have been working extraordinarily hard. Without them, the world would be a mess right now.

We don't appreciate the people behind the scenes. The biomedical scientists, who work really hard to try and create a vaccine or treatment for COVID-19, don't get any recognition. The people working in supermarkets who have struggled to keep shelves stocked. The delivery drivers, working hard to get you your new craft supplies on time. I feel it's time that we appreciate those who have faded into the background, and let them come into the limelight for a bit.

All in all, lockdown has really helped us to appreciate the simple things in life. Although it's been great, I can't wait to go back to school in September, starting Year 8.

## PE DEPARTMENT

### Virtual London Youth Games

I just wanted to say a massive thank you for all of the students' efforts in taking part in the London Youth Games Virtual Games. Over the month-long competition, all of the individual entries added up to the total for the borough of Wandsworth. Wandsworth finished in 6th place only three points away from a 3rd place finish - this goes to show how close the competition was. Thank you all for the excellent efforts that we saw in the events below that really helped Wandsworth to be successful. It was fantastic to see the creativity in the water polo task and I can't believe that windows and TVs weren't broken with some of the indoor cricket attempts!



Congratulations to all of the students below who all had submitted excellent and creative results to the Wandsworth totals.

#### Year 7

Rajwa Abdulaziz , Jessica Fletcher , Elliott Hall, Thurston Jepps , Aran Kennedy , Phoebe Keusch, Elsa Marchant, Isla Nicholson, Elvie Paterson, Evandro Pereira, Jacob Sharpington , Lara Sharpington, Tobey Tredray

#### Year 8

Joshua Armstrong , Yash Babla , Ella Eastaway, Nicole Kwieken, Wiktor Powietrzynska, Eva Mackenzie

#### Year 9

Lucy Keenoy, William Hackwell, Holly Hawkins, Eliza Goulborn, Wiktor Cislo, Johanna Nicholson, Maia Ganesh, Ivana Kuzmanoska, Zoe Spenceley, Bethia Turner

### 30 Day fitness challenge

Congratulations to the students below who have worked extremely hard over the last 30 days taking part in a fitness challenge. It was pleasing to see the determination that a number of students showed in order to complete the tasks, but also having to be creative to change their challenge to meet their own individual needs. Some of the detail of the reflections produced were fantastic. I hope that you continue to take part in regular physical activity over the summer break.

A small sample of some of the programmes designed can be seen below:



#### Year 7

Rajwa Abdulaziz, Max Cowley, Ekundayo Davies, Jessica Fletcher Rogers, Amber Gallagher, Hugo Goulborn, Melissa Iborra, Aran Kennedy, Maja Kolterman, Aze Maya Koyupinar, Lilly Lowe, Rani Mahmood, Hamnah Mohamed, Emman Mohsin, Naima Mrisho Hunt, Isla Nicholson, Katie Oliver, Elvie Paterson, Evandro Pereira, Nina Seeant, Jacob Sharpington, Lara Sharpington, Edie Sheldon Ralls, Lyra Skinner, Rosa Stern, Jagoda Szkup, Jem White,

#### Year 8

Yash Babla, Danny Barlow, Jake Brookes, Roza Dzieriol, Ella Eastaway, Josie Hallett, Farah Kennedy, Charles MacDonald Williams, Daniel Painter, Ishraq Patwary, Wiktor Powietrzynska, Jessie Turner

#### Year 9

Maria De La Lama, Ivana Kuzmanoska, Wiktor Cislo, Lucy Keenoy , Holly Hawkins

**Mr Tobin**  
**Head of PE**

# GOLD & SILVER DUKE OF EDINBURGH AWARD

## A message to students

Hi Year 12 Gold Students & Year 10 Silver Students

I hope you and your families are well.

Please remember to log onto edofe and upload evidence for your three sections. Many of you have amended your activities to ones you can complete in lockdown at home (home-based exercise/ reading etc). If you have not yet done this, please log on this week – you still have 7 weeks before September to utilise!

I spoke to some of you last week at school about this and if you have been doing these things since Lockdown began (3.5 months ago) you need to add some evidence telling me what you have done so that I'm able to write an Assessor Report for you covering lockdown. Put me as your new assessor and don't change the original dates, as both activities will count.

Please act on this message - I'm sure you will be very busy with schoolwork once we get back into Year 13 or Year 11 in September!

### **Expeditions:**

At present the school is not able to confirm whether any expeditions will be able to take place during the Autumn term. I have booked campsites and transport for the end of September and hope that it will be possible to run at least one expedition then. We will have to see how developments proceed over summer and Mr Kingsley will make a decision based on the latest government advice when we return to school in September.

If the expedition is not possible, please rest assured that the school will do everything in its powers to complete all expeditions in 2021 and enable you to finish your D of E Awards.

Thanks and have a great summer.

**Mr Hallsworth**

**Duke of Edinburgh Coordinator**

## HISTORY DURING LOCKDOWN

The History Department would like to say a big well done to all our history students who have worked so hard during lock down. It has been a real challenge for teachers and students alike to continue to think deeply about topics such as the Holocaust, Prehistory and The Reformation. We have been impressed with the maturity and independence of many of our students. We have show cased work throughout this period, and we are really proud of the learning that our students have been part of. We look forward to next year when we can see all your faces again and get back to proper discussion and dialogue- we have really missed hearing you explain your opinions and share your ideas verbally!

Have a wonderful summer!

Here is a selection of work from the last couple of weeks:

# Year 7 work on Emilia Bassano

Give Emilia the words that she would use to describe herself, fill in her speech bubbles.



I am powerful, I was a feminist, even before the word feminist existed. I am female, I wrote poems and published them in a book. So what? I am a visionary. I beat the standards of the time and opened my own school. I was one of the first women to do that. I fought against my husband's wishes to get my fair share. I didn't let the fact that I was a woman of colour stop me. I went to my advantage. I am powerful, I am female, I am a visionary. I am Emilia.

Stretch → do you think it is possible that Emilia could have collaborated with Shakespeare to write some of his plays?

Yes I do think it was possible. As she was a poet and so was William, it was possible. Also, a way of marking her could have been putting her as minor characters in

**Stretch:**  
**Do you think it possible that Emilia could have collaborated with Shakespeare to write some of his plays?**

In my opinion, I do believe that Emilia had a huge input within Shakespeare's poems and plays and did in fact help write the dialogue though she was well respected and appreciated due to her being a woman of colour in the Tudor period.

I believe that the story of Emilia Bassano deserved much more recognition and should be a key topic within the history curriculum in school around the world. She was an empowering and a **strong woman**, her gender, race and ethnicity shouldn't make her less important than white poets in the 17<sup>th</sup> century.



**Stretch → do you think it is possible that Emilia could have collaborated with Shakespeare to write some of his plays?**

Yes, as it was common practice in Tudor period for playwrights to 'borrow' ideas of others, and often, the work of talented but lesser known playwrights was copied by more popular and influential names in the business so Emilia would have most likely collaborated with Shakespeare to write some of his plays.

## Year 7 reviews of 'Black and British' David Olusoga's BBC documentary

This documentary really gave me an insight on how many black people were actually in England it showed that racism wasn't a thing from the start but something that came because of the slave trade. It also showed that there was a period of peaceful trade before the slavery meaning if that one action of selling those slaves didn't happen it could have meant the slave trade didn't take off as it did therefore meaning racism might not have been such a problem. It also showed that there was some racism during the Tudor period but instead of them being silenced they were heard like Henry's trumpeter who asked for a raise. Overall the documentary showed the truth of where this came from and how it began and how it was like before I would rate this a 10/10 and I will watch episode 2 if I have time.

### Black And British: First Encounters

I really enjoyed the documentary because it outlined something that has been hidden from us for so long. It showed me that Romans were not just white people but had some black people there as well. This shows that Britain was already multi-cultural. As Professor Mary Beard said in the documentary, people think we have become more multi-cultural but evidence especially from the Roman period shows this is incorrect. I also enjoyed learning about Francis Barber and John Blanke. Francis Barber's story is so influential and helpful to show us no matter what colour anyone's skin was in the past there were still people who cared and wanted to change things. John Blanke's story is also very significant because he was portrayed clearly in Tudor artwork like a normal person and that is what it should be like today as well. Equality should be here always.

The documentary was good as it showed many different things from different timelines in which they were in different places all about the connection between the British and black people. This documentary showed us many things. It also explained certain things that people may not know as it showed it in greater depth. This made us truly understand what actually happened between the years. This also showed what happened different between countries like Portugal.

### My review – Black and British. A forgotten History

I found this video very interesting and learnt a lot about how racially mixed British history is and how we only learn one part of it. At the start of the program the presenter David Olusoga talks about how British history has been whitewashed which I agree has happened because I learnt so much from the video that I never knew before from Roman times to the start of trade between England and Africa in the 16th century.

I found it fascinating that in Roman Britain there were Roman soldiers from North Africa who would have been people of colour in the third century AD. This is not something that I had heard before and it gives a new view about our country. It was also very interesting to hear that the Romans were not racist about skin colour.

I found it amazing and surprising to hear that around 10% of the remains found in Roman ruins in York were of African descent.

I also enjoyed finding out about Francis Barber who was born a slave and then became a good friend and heir of Dr Johnson and is not often mentioned in history books. I really enjoyed the section about Francis Barber's descendant, and it brought history to life for me. Just thinking about how many people might not realize that they are from a mixed heritage and all share the same blood is a great way to make racism a thing of the past.

The program also talked about John Blanke who was a black musician in Tudor times in the court of Henry VIII. There is a painting of him and during the program the poet John Agard unveils a memorial to John Blanke and says that he is not just part of black history but that he is 'an intricate part of the fabric of British history'.

I really enjoyed the program. I think that the presenter made the history feel very real and come alive. It is not just something from a history book, these were real people with interesting lives. I would recommend this video to people who enjoy learning about history and in particular finding out more about black history. They may be very surprised at what they learn.





# Year 12 essay plans on the preparation of the Royal Navy in the late 18<sup>th</sup> century

To What extent were the Royal Navy prepared for war in 1793?

Intro- The British navy were the most dominant navy of the 18th century specifically because of the superiority of British seamen, gunnery and efficient teamwork. Due to the British Navy's superiority it is reasonable to argue the Royal Navy were suitably prepared in advanced for war in 1793.

Para 1- Gunnery has always been an integral feature of the Royal Navy so much that from 1745 every Royal Navy was obliged to perform daily gunnery practice. Each ship had their own gun captain who was responsible for aiming and firing, also each ship carried about 32 pounds of gunnery that were able to fire cannons that also weighed 32 pounds. The most important aspect of gunnery was the speed of the shots which relied on strong teamwork the seamen worked from the deck which was 5ft 6inch the seamen had to be in a crouched position where they had to efficiently work as a team to fire shots at a specific speed. This was significant as the outcome of the naval battle relied on the speed of the gunnery. The British Navy had an advantage as the seamen were able to fire a broadside every minute and a half this allowing them to be much quicker than their opposition. This suggest the Royal Navy were suitably prepared in advance for war in 1793.

Para2-Use of blockade was also an integral feature of naval warfare, blockades were used to prevent enemy ships from leaving ports. The Royal navy used two different methods to successfully trap enemies, they used a closed and an open blockade in order to be more effective. The Royal navy's use of blockades was successful as most naval officers born between 1750-1760 had useful experience of naval warfare due to the American War of Independence, the French army also had experience during this war, however many of the French had fled France while others had been guillotined. Therefore, the British Navy were much more experienced in naval warfare which would suggest they had a stronger understanding of naval warfare compared to the French. This also highlights the Royal Navy would be more successful because of this experience this also emphasizes that the Royal Navy were suitably prepared in advance for war in 1793.

Para3- In addition the Royal navy had superior teamwork skills as the seamen were very disciplined, the foundation of the naval strength was their efficient teamwork without their strong teamwork the ships would not be able sail smoothly. All of the seamen had different duties, some of the seamen worked aloft furling sails while other seamen worked unfurling sails. This was a significant duty since the ships relied on sails in order to harness the power of the wind and the propel the vessel. In order to work successfully the men had to practice obedience and be unified this was achieved by naval officers driving seamen to work with the threat of punishment which boosted their morale. This reinforces that the Royal navy were suitably prepared for war in 1793 as they were trained daily to work hard, be unified and have discipline with the leadership of their naval officers.

Officers- The Royal navy were suitably prepared for war in 1793 as they had efficient and superior teamwork skills and were more advanced in their use of naval warfare.

Judgement: The Royal Navy were prepared for war in 1793 to a great extent

Criteria:

- How these changes impacted the Royal Navy: for example, the impact of press gangs increased the number of sailors, which in turn, prepared them for war
- If these changes had any longevity: for example, at the height of the war, 40% of the crewmen were pressed, which showed that press gangs continued to increase the number of sailors as the years progressed
- If it gave them an advantage over France e.g. the introduction of the carronade gave Britain a clear advantage over France as they didn't have a weapon that could match it

Paragraph 1: The number of Royal Navy soldiers

- In order for the Royal Navy to be well prepared for war in 1793, they needed to have enough soldiers and crewmen for them to pose great threat to the New Republic of France
- The Britain naval army was in dire need of soldiers in order to pose a threat to France
- Press gangs were implemented to solve the problem regarding a shortage of soldiers, mainly targeting men that had experience at sea so they were of use
- These press gangs were often aggressive and forced a large majority of men to join the navy
- They were also allowed to recruit men from the ages of 15 to 55
- Despite the public dismay regarding the methods used, the press gangs had a positive impact on the Royal Navy in preparing them for war
- From 1793, the navy's usual number of men were 120,000
- The numbers of men increased as the years progressed, with half of the navy's crews consisting of pressed men
- This showed that they the Royal Navy prepared for war in 1793 to a great extent as they had introduced an efficient means in order to rapidly increase the number of sailors they had, which in turn, allowed them to strengthen their chance of success in war

Paragraph 2: Upgrades to the Royal Navy

- After America had declared independence in 1776, Britain's fleet had been weakened as a result of the battle that ensued between both countries
- Admiral Charles Middleton had proposed crucial changes and reforms to the Prime Minister at the time, William Pitt
- These reforms included:
  - Increased dockyard supervision, which meant that the ships were being more closely watched in an effort to detect any corruption
  - The constructions of new docks would've allowed more ships to port in different locations
  - The Royal Navy ships were also upgraded, since Britain didn't have the time to make more ships
  - A major problem that their ships suffered from was damage to the bottom of the ships, either from squids or sea worms
  - The solution was copper sheathings, which would strengthen the bottom of the ships
  - This helped the Royal Navy prepare for war in 1793 as their fleet was massively upgraded and the new reforms to the docks also allowed for the ships to be closely monitored whilst also providing them with new locations to port

Paragraph 3: Upgrades to gunnery

- Britain's naval combat need to be improved if they were to take the advantage against France in battle
- The improvement was the carronade, which was a new addition to the gunnery
- This weapon was a significant improvement over Britain's previous weapons
- It was lightweight, which meant that it was easy to manoeuvre and it was extremely useful and effective in naval combat
- The carronade could also fire rapidly, which dealt a lot of damage to opposing ships
- None of France's weapons could compete with it at the time
- Furthermore, they failed to produce a weapon that could match the carronade for a period of twenty years, which allowed the Royal Navy to dominate naval combat for a number of years
- Ultimately, it gave Britain the clear upper hand against France.

Paragraph 4: Mindset and Discipline

- The mindset of the Royal Navy seamen was pivotal in giving Britain the upper hand
- The upgrades to the ships, the weaponry and the number of seamen would've been rendered useless if they couldn't work together
- Each of the men had different jobs or tasks on the ships and without discipline, they wouldn't have been able to function
- Discipline was instilled through the whippings of those who broke the rules; this form of deterrence would encourage others to work to the best of their ability otherwise they would suffer the same consequences
- Whilst the living conditions were pretty poor, the seamen would still get to know their crew a lot of better as they were out for sea at years at a time
- This teamwork ultimately became a strength of the Royal Navy as everyone on board would be familiar with their role and other crew members, which was useful in war due to its efficiency
- It may have not given them a significant advantage over France but the Royal Navy would have still had a better mindset going into battle, considering the fact that France underwent a huge political and social change in 1793



This week Year 12 have been assigned this debate to watch. It is too early for me to collate their responses for the newsletter, but I wanted to share the debate for parents and families in case you are interested. It can be found on this website (intelligencesquared) or on YouTube.



## Ms Adams' top History tip for parents and students

Watch David Olusoga's 2016 series Black and British: A Forgotten History

<https://www.bbc.co.uk/iplayer/episode/b082w9p9/black-and-british-a-forgotten-history-1-first-encounters> or buy his book of the same name.

This fantastic series takes us through British history from the Romans to the modern world and retells the story to include the truth of the long presence of Black people in Britain.

**Ms Adams**  
**Head of History**



I have been really impressed with Elvie and Alice in 7 Turner for their excellent diary entries in the science stretch and challenge task of going on a space expedition! Congratulations on receiving Head's Commendations for your hard work.

**Ms Brooke**  
**Science Teacher**

## My space diary:

It's my 10<sup>th</sup> day on the International Space Station (ISS) and I'm just about settling in! Everyone has been very welcoming and I'm managing to speak a bit of Russian, apparently, I have a good accent!

The journey here from Earth took almost two days and I felt a bit dizzy and sick. Even though we practiced being in zero gravity, it really does make you feel strange and it is hard to get used to.

Yesterday I did my first space walk. It was amazing! I was wearing a space suit and a helmet with a thin visor so I could look all around. I could see Earth, it looked so blue and beautiful and made me a bit homesick. Above me I could see endless stars and darkness. It was intense.

My space walk was so that I could do some repairs to the outside of the space station. There is always something to fix here.

My sleeping area is cozy and strange! It's a bit like sleeping in a padded wardrobe because you don't lie down to go to bed on the ISS. You get into your sleeping bag which is attached to the wall and you sort of float while you sleep – it gives a new meaning to 'drifting off to sleep!'

Brushing teeth is interesting too. Water just floats in blobs and you have to try and catch it, also our water is rationed so I don't want to waste any. The trick is to swallow your toothpaste after brushing because spitting isn't really an option – it's a bit gross but I suppose I'll eventually get used to it. I might try spitting into a little zip plastic bag, one of the other astronauts told me that's what she does.

The food is quite tasty, we all have ration packs and we have wraps instead of bread because you really don't want crumbs floating around inside the space station.

I'm starting to get used to everything as it is very different from what we do on Earth. It's really nice to be able to look out of the window and see our fascinating and fragile planet. It's really quite amazing and comforting.

Dear diary,

Today, has been eventful to say the least. At the moment, I am writing this extract in space. 1000'S of feet above Earth and normal life- so far it has been challenging and something that I would never think I was capable of. However, here I am. It is so crazy to say that line, almost as if I was sucked into a never-ending dream of wonder. Don't get me wrong, it hasn't been a complete walk in the park. Today, me and the crew have had a scare. One of the exhaust pipes on the station has hit a floating rock and has burst. Of course, it may not seem a great deal but while we are up here, it is a disaster. The problem was eventually fixed but amongst me and the fellow astronauts it has been a real eye-opening that in space any inconvenience may cause danger and life or death risks.

Starting to feel a little achy as all the gravity is pushing down on the body. The water that I have consumed is starting to travel through my body and I am starting to become puffier in the face. Hopefully, I can get through this. I have got another 5 weeks!!!

It hasn't been just sorrowful though. During this journey, I have met some of the funniest, kind-hearted people there is to find. It helps to beat the isolation up here in space. Sometimes we play cards or other games, sometimes we just laugh and share memories. We have become family practically and there is never a dull moment when living with them.

It has been quite hard adjusting to life here. My whole schedule has changed, and I have been living a new life. I do miss my mother cooking though. Eating in space is nothing like the meals that we get on Earth. We survive of fruits, snacks and

space foods which are meals that are found from disposable packaging. When I get home, I am going to have a whole buffet of foods!!!

What I dislike most about the journey is missing my family. There are always in my mind and I even have a photo of them tucked under the pillow that is in my pod. Sadly, we can't write letters (unless we throw them out the pod window and hope they fall to Earth) so we have no way of contacting them.

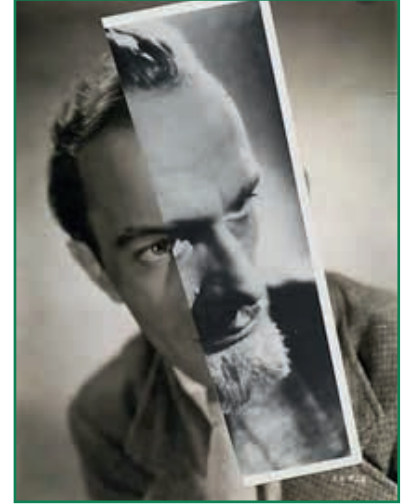
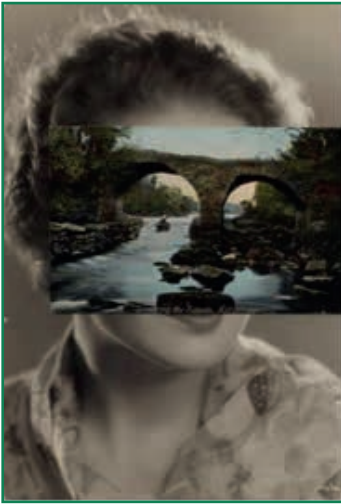
Other than that, I am cherishing all the memories that I am sharing here. It is almost time for game night! I Danny beats me again I won't here the end of it!!

Elvie

## YEAR 7 ART

Year 7 have been looking at the artist John Stezaker. British artist John Stezaker studied at Slade School of Art in 1973. His work combines a selection of magazine cuttings and landscape images that give an impression of a human face. John Stezaker carefully selects the images and the composition is considered and thoughtful.

Below are some examples of John Stezaker's work, followed by year 7's fabulous responses.



### Year 7's work:



**Jerry Athymaritis**



**Molly Boyle**



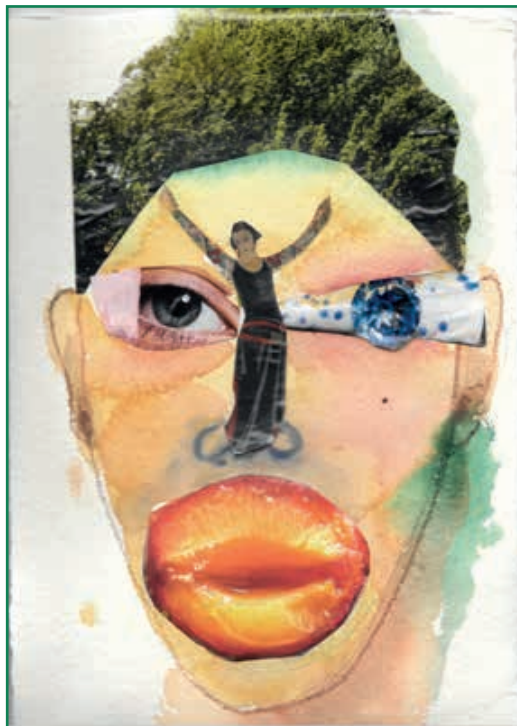
**Belle Muchmore**



**Elisa Bellas**



**Ria Jordan Clarke**



**Ole Rutkowski-Binczak**



**Sasha Rog**

Well done Year 7!

**Ms Horne**  
**Art Teacher**



**Rosa Stern**

## BIOMEDIA MELTDOWN COMPETITION

Last Wednesday – 1<sup>st</sup> July – I had the pleasure of joining a Zoom call with several of the Linnean Society of London’s facilitators and staff, schools and community groups that have been part of this year’s workshop series and many of Chestnut Grove’s five finalists and their families. The Zoom call took the place of the usual exhibition at Burlington House, the home of the Linnean Society, the Society of Antiquaries, the Royal Society of Chemistry, the Geological Society of London, the Royal Astronomical Society, and the Royal Academy of Arts, a meeting place for the arts and sciences.

Congratulations to Jasper Rowles in 8 Hepworth

I would like to say a massive well done to Jasper for coming runner up in the Funky Fungi category with their felt and stitch piece inspired by *Pilobolus Crystallinus* – also known as “Hat Thrower” fungus. They have won gift vouchers and a certificate in recognition of their exceptional work.

I was also flattered at the award ceremony when Daryl Stenvoll-Wells – BioMedia Project Manager at the Linnean Society awarded me First Runner Up prize this year for their Partner Award saying;

*Our first runner up is an art educator who has assured his schools’ high level of participation for several years running, and this year he went the extra mile by following up with the project after the workshop delivery to bring the students’ work to*

BIOMEDIA MELTDOWN	
	<p>Species: <i>Pilobolus crystallinus</i></p> <p>This fungus shoots its sporangium up to 2 metres away. In its first millimeter of flight, the sporangium can accelerate 0-45 mph because of the pressure in a mucus sac underneath it.</p>

*a superior level of quality. This prize goes to art teacher Dean Coulson at Chestnut Grove Academy in Balham. Thank you Dean!*

A massive thank you to Daryl, for working with us in recent years. It makes me exceptionally proud that from over 1500 entries with 18 of our Art Specialists' making it to the semi-final, five students from Chestnut Grove were selected as finalists and will be receiving certificates from the Linnean Society.

**Congratulations to;**

Zofia Kopyto – 7Blake

Jasper Rowles – 8Hepworth

Megan Marchant – 9Hepworth

Nikeira Burley-Fearon – 9Turner

Ivana Kuzmanoska – 9Turner

Congratulations again to all 18 of our semi-finalists for their exceptional work;

**YEAR 7**

Elsa Brayshaw – 7Blake

Alfred Field – 7Kapoor

Elsa Marchant – 7Hepworth

Che Liston Lazarides – 7Blake

Igor Samojednik – 7Kapoor

Zofia Kopyto – 7Blake

Ria Jordan Clarke – 7 Kapoor

**YEAR 8**

Olivia Ray – 8Hepworth

Serena Anthony – 8Kapoor

Lorina Kurowska – 8Hepworth

Aine O’Kane – 8Kapoor

Jasper Rowles – 8Hepworth

**YEAR 9**

Megan Marchant – 9Hepworth

Isabella Perot – 9Hepworth

Kate Woods – 9Hepworth

Nikeira Burley-Fearon – 9Turner

Ivana Kuzmanoska – 9Turner

I wish you all a wonderful summer. Stay safe, and good luck in all your future endeavours.

**Mr Coulson**

**2ic Art**

## VIRTUAL ART EXHIBITION FOR YEAR 11'S & YEAR 7'S

<https://www.artsteps.com/view/5eec684c38c14f04d6f51262>

As Head of Art and D&T, I'm incredibly PROUD to share our student's GCSE and art specialist's art work. Please click the link to open Chestnut Grove Academy's virtual art exhibition - it's a wonderful display of the creativity and determination shown by our students during this difficult time.

Thank you to the art teachers and support staff who have, as always, worked incredibly hard to ensure students continue to receive an outstanding art curriculum whilst working from home. Thank you to all parents and carers for your continued support of the arts and finally, thank you to Ms Ball, our D&T technician, who curated and created this exhibition from scratch.

**Mr J. Wildman, Head of Design & Technology/Head of Art and Design**

## THE DT MONSTER CHALLENGE

To end this academic year, I created a D&T Monster Challenge for students - they needed to make a monster out of old textiles, recycled materials or food. The work submitted has been really entertaining to look at and everyone has made something entirely different using different methods. Such resilience and creativity has gone into the monsters! It's great to see our creative learning community in art and D&T (and all other areas of the school) remains really strong whilst we have been in lock-down. Well done everyone!

**Mr Wildman**  
*Head of Design & Technology/Head of Art and Design*

# THE D+T MONSTER CHALLENGE



THE D+T  
MONSTER  
CHALLENGE

## Your Brief

Design and make a Monster themed product that will help lift the mood of someone you live with. Make them smile!

HAVE FUN



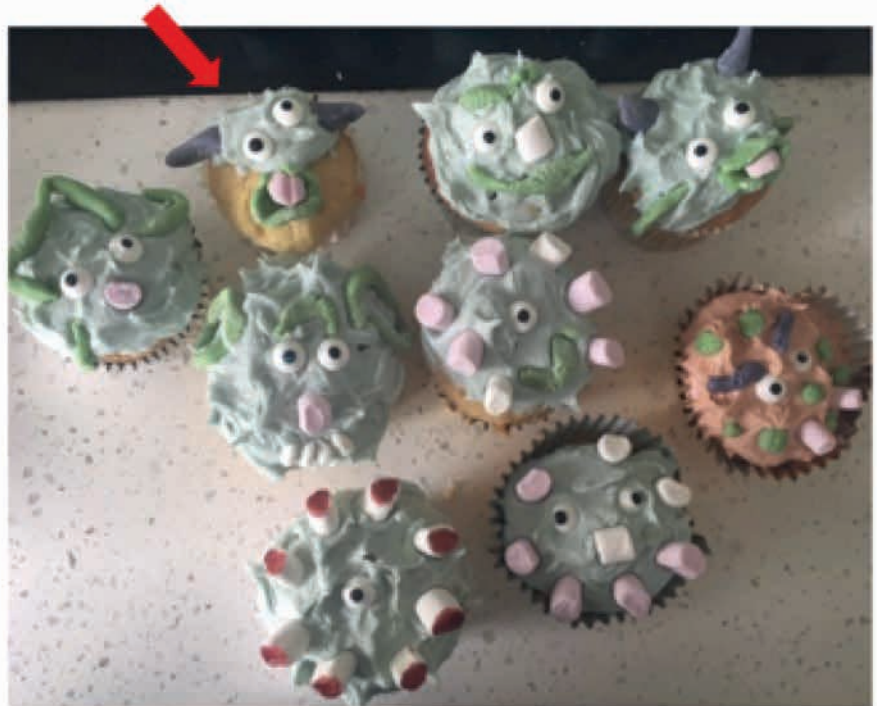
**Felix Papa**



**Benjamin Bourne**



I made these cakes with my friend Teddy z(in Kahlo). We got the recipe from a cookbook we had at my house. My favorite one is the one with the icing on just the eyes because it reminds me of the sheep from Shaun the sheep. We copied the recipe but we had to adapt some things; for example, we had to double the mixture but we did not have enough time to decorate them. So, I gave teddy 9 and then we kept the other half of them. I decorated them the next day.



**Molly Boyle**



**Lilly Lowe**



**Roza Dziecol**



**Sam Garner**



**Bailey Gascoyne**



**Danny Barlow**



**Aze Maya Koyupinar**

## ONLINE LIBRARY

We now have a customised eLibrary with fabulous eBooks and Audiobooks for all students to loan from home or wherever they are! Great for all our Summer reads!

There is a list of 1,250 eBook titles which will be immediately available to CGA pupils. The shared collections will also be also available on Audio-books. (log in details to follow)

**Ms Martins**  
**Librarian**



## ENGLISH DEPARTMENT

### Year 7 Poetry Anthology

Year 7 students have been studying the Romantic poets this half term – particularly Wordsworth, Blake and Shelley. After reading Wordsworth's 'Daffodils' and exploring how he used nature and art to escape the restrictions of his life, Year 7 were challenged to write their own 'lockdown poetry' inspired by their study. Some escape lockdown into happy memories of nature and favourite memories; others directly described the lockdown experience. Below are a selection of outstanding pieces of work, but the department was so impressed by the quality of the poems that we have produced a 'Lockdown Poetry Anthology' for each tutor group to share their incredible creations with each other. The booklet is available in Teams in their English team and tutor group team.

#### Aran Kennedy – The Flowers – Da Vinci

Among the hills and with the dells and by the water's edge,  
Rolling with the clouds above: rows of flower beds,  
Row upon row and petal upon petal – adorning the meadows turf,  
Bud upon bud and leaf upon leaf, glistening snowdrop heads, whiter than the crisp white snow that lay here long ago,  
I wander up and down alone, but not on my own.

Between the sea and the sky, it seems – is where this meadow lies,  
Its people many buttercups; yellow with their glow,  
Gatherings of forget-me-nots – bluer than even the sky,  
They toss their heads in the wind, as long as it will blow,  
Wandering through the blades of grass, they continue to grow,  
I wander up and down alone, but not on my own.

Like pockets of stardust these flowers lie; shining through the grass,  
Sneaking through the unkempt gasses, a vole's foraging has begun,  
In the bright blue sky above, daydreaming clouds shall pass,

Animals floating across the sky, their outlines painted gold by the sun,  
The clouds glide free and untamed it seems, as they pass unnoticed through lands unknown.  
I wander up and down alone, but not on my own.

Families of daffodils, scattered between the grass,  
The grass a bright green carpet – adorning it's floor,  
The greatest of hazel trees teaching saplings their class,  
The meadow greeting all of us – with smiles at it's door,  
Centred around the hazel tree, the meadow will have grown,  
As I wander up and down alone; but not on my own.

## **Saya Baylis – Sakura - Blake**

The sakura trees open and bloom  
In the early days of spring  
Washing away winter's gloom  
Small petals, start falling  
A soft rain of white and pink  
What beauty, don't you think?

Soft clouds, the colour white  
Float across the azure sky  
The sun above trying to fight  
Beat the rain and make it dry  
The whole world comes awake  
Beside the peaceful bearings of a lake.

Birds soaring in the wind  
Gracefully flapping their feathered wings  
Birds of prey, a fascinating kind  
Their loud call reverentially rings  
Sakura Sakura fleetingly bright  
A short burst of vibrant colour, such a beautiful sight

Honeybees Yellow and black  
Attracted also by the spectacle  
Taking nectar always back  
To the hive, God's miracle  
Blossom beautiful and essential  
Sakura flowers so sensual.

## **Xavier Liston Lazarides- The Challenge - Hepworth**

Bored clearing boxes I found ED's old deck,  
Confused and excited at this box of trouble,  
Intrigued by the enigma of his old tech,  
Examining every piece of the puzzle,  
It would need to be connected to an amp first,  
Plugged it in: nada, zilch... a turn for the worst.

Armed with screwdriver, prepped by youtube session,  
Like a detective following the clues,  
Determined and motivated, time to teach this amp a lesson,  
Then realising the plug was missing its fuse,  
Kitchen table scattered with tools,  
This amp clearly had its own rules,

Speakers coughed and spluttered, the sound crappy,  
Anxious they would blow on my new toy,  
Suddenly music filled my ears, oh how happy,  
Achieving my goal flooded with joy,  
Solved was this confusing mystery,  
An electronic puzzle became a new victory.

## **Maya Basinski – Crisp and Quiet - Kapoor**

The crisp crunch of the leaves  
On the soft soil floor  
And the quiet waters roars  
The soft winds blow on lemon leaves  
And the deep, deep waters deceives

The warm coloured leaves dance in the air  
As the muddy waters drift in despair  
The colours of fire fill the sky  
And the bushes sway like they are saying goodbye

The green lushes' hills fade in the background  
As small trees sway in the front ground  
The smell of clean air fills the surroundings  
And the trees are on the rounding

The crisp crunch of the leaves  
On the soft soil floor  
And the quiet waters roars  
The soft winds blow on lemon leaves  
And the deep, deep waters deceives.

## **Danae Perez-Murata - Poem in the style of Wordsworth - Kahlo**

Soft like cotton they rolled across the sky  
Like birds on a flight to their home  
So dark and grey they fly  
Like wild beasts they roam  
Over land and sea  
Dancing in the sky with glee

As dark and looming as death

As evil looking as the devil  
As silent as a breath  
As welcome as joyous revel  
Wrapping the sky in an ominous grey mist  
So that even the stars cannot resist

Down they come like arrows from the sky  
Rain-drops falling like glittering jewels upon the earth  
More beautiful than any gem beheld by the eye  
Of them there is never dearth  
The pretty dews that sail over window panes  
Leaving glass like trains

The rumble of the thunder is like the deep laughter of the gods  
And the flashes of light like cracks in the perfect black dome  
That come and go when the sky nods  
And that make many fear in their home  
And cause flooding and devastation  
And cause a frightful situation

So oft when I feel blue  
And the world looks too bright  
I think of these dark clouds of dew  
And of the lightning in the night  
Then soon the world becomes black and grey  
And soon again I feel okay

## Sasha Rog - Turner

When I draw my pencil sits on a page,  
A gateway of prospect eases open,  
Endless thoughts begin to uncage,  
My hand advances with one swift motion,  
Gentle hatching is where it begins,  
From there it could alter to limitless things.

When the outline initiates shape,  
The empty spaces don't catch my matter,  
This is my own tranquil escape,  
From all that unimportant clatter,  
When it dances, when it sings,  
Is when the picture starts to swing.

Satisfaction seems to seethe,  
As the path slowly clears,  
In that moment permission to breathe,  
Creeping with time it appears  
But when I see the work of diligence  
No thought ever was of insolence.

Now for colour, now for life,  
The snake of time is not far,  
Time to leave this grey behind,  
We are done with days of char,  
And when it has danced, when it has sung  
That's when my drawing is finally done.

## Black Lives Matter

Over the past few weeks, the English department has seen a selection of wonderful work across all year groups. Many of our students have been responding to debates around the Black Lives Matter movement and how we can decolonise our curriculum. We are so impressed by the outstanding quality of work, we have included a selection below:

### Year 7: 'Checking Out Me History' by John Agard

John Agard's poem explores the fact that history in Britain is often presented in a singular way, with many people's histories ignored. Students were asked to research the famous historical figures that Agard mentions, who have often been removed from history teaching and learning in this country.

#### Ria Jordan-Clarke



**JOHN AGARD'S POEM**

In the poem 'Checking Out Me History' John describes Mary as a 'brave healing star'. The use of that quote suggests that he thinks Mary was courageous and extremely brave to go to the Crimean War even though the British said no. John's poem is about not forgetting black heroes and Mary is one of them. He thinks that schools are not teaching about black historic figures so he has to make it own history.

#### Reeve Flavin

**AN AMAZING WOMAN**

- Mary was awarded the Jamaican Order Of Merit in 1871 because of her kindness and work in the war. Mary Seacole died in 1881 aged 75 after returning in poor health. After her death she had an autobiography written and in 2004 was voted the greatest black Briton. A statue at St Thomas's Hospital has been commemorated for her as a thank you. Rest In Peace.

**MARY'S EARLY LIFE**

Mary was born in Jamaica in 1805. Her mother named 'The Doctress' made excellent medicine and had a huge knowledge of tropics and disease. She was a fantastic doctor and Mary learned from her mother.

Mary loved to experiment on different types of medicine from what she had learnt from her mother. Her father was a Lieutenant in the British Army meaning Mary could study closely at what Military doctors used and examined.

SHE WAS COURAGEOUS



## MARY'S LATER LIFE

- When the Crimean War broke out Mary immediately knew she wanted to help. With her herbal knowledge she hoped that could help her nurse in the war. Mary applied to the war office but was rejected. Bravely, she decided to travel and help by herself.



### THE BRITISH HOTEL

Mary arrived at the Crimean War and set up her own hotel which was a hospital. She nursed soldiers back to life and gave them warm food and a place to sleep. Mary Seacole was a hero; she saved many lives of soldiers and they were extremely grateful. Mary did this with her own money that she had saved up and by the end she had none left. The soldiers and some personnel would pay for her to get back to Jamaica.

### Mary Seacole

what was she?

Mary Jane Seacole was a <sup>Born: 25<sup>th</sup> November 1805 in Kingston, colony of Jamaica</sup> British-Jamaican business woman and nurse who set up the 'British Hotel' behind the lines during the Crimean War. She said it was 'a most table and comfortable quarters for the sick and convalescent officers'. She was awarded the Jamaican Order of Merit in 1874.

How did she help?

She was a nurse in the Crimean War and she set up the 'British Hotel'. She acquired her knowledge of herbal remedies in the Caribbean. Hoping to assist with nursing the wounded on the outbreak of the war, she applied to the War Office to be in the nursing contingent but was refused, so she set up her hotel and tended the injured. She was extremely popular among service personnel.

## Rani Mahmood

### Toussaint L'Overture Fact File

François-Dominique Toussaint L'Overture was a Haitian general and best-known leader of the Haitian Revolution. He first fought for the Spanish against the French; then for France against Spain and Great Britain; and finally, he fought on behalf of Saint-Domingue in the era of Napoleonic France. He was born 20 May 1743, Haiti.

Toussaint was born into slavery but his 'master' recognised his intelligence and decided to mentor him.

"I was born a slave, but nature gave me the soul of a free man" - Toussaint



By the age of 20, Toussaint could speak 3 languages fluently. He could speak French, Creole and Latin.



Checking out me history – John Agard

Nanny De Maroon Fact file:

- Nanny De Maroon was a well-respected Maroon leader in the 18<sup>th</sup> century. She was known as a very crafty organiser of guerrilla warfare, who escaped slavery and resorted to living in the mountains.
- She was of African descent, from the Ashanti tribe in Ghana. She was transported to Jamaica on slave ships as part of the Transatlantic slave trade.
- She was said to have supernatural powers as it is said that she used to catch bullets with her buttocks.
- We are not sure what Nanny de Maroon looks like.
- She is Jamaica's first and only female heroine.  
To date, Nanny is the only woman to be bestowed the Order of National Hero, granted posthumously on March 31, 1982.
- Captain William Cuffee, known as Captain Sambo, is credited as having killed Nanny in 1733 during one of the many and bloody engagements of the war. The war itself lasted from 1720 until a truce was declared in 1739

Task 2:

John Agard uses this poem to show the divide that he feels. For example, John feels blinded from his own identity as he says 'Bandage up me eye with me won history/ Bind me to me own identity'. These lines he creates a shocking and distressing idea/image that someone/he feels blinded and deliberately denied knowledge of his own background and role models. The vocab that he uses to rhyme are closer to the Caribbean voice than the English voice. For example, with the use of 'Dem' and 'me' instead of 'them' and 'my'. I think he does this to help the reader see why they need to honour the heroic figures. So I think, he uses his poetry to get readers drawn into the history and knowledge of his ancestors and role models from his race that he says, were bandaged up and deliberately denied, and to educate people of the heroes/heroines from the black side of his background.

**Nanny de Maroon**

Nanny was a Maroon who helped Maroons out of slavery. Maroons were slaves in America who escaped and formed independent settlements. Nanny was an escaped slave who had been shipped from Western Africa. Nanny made numerous successful raids to free slaves held on plantations and it has been widely accepted that her efforts contributed to the escape of almost 1,000 slaves over her lifetime. Plantation owners who were losing slaves and having equipment and crops burned by Maroon raiders demanded that colonial authorities act. Hunting parties, made up of British regular army soldiers, militiamen, and mercenaries (many from the free black community), scoured the Jamaican jungles. Captain William Cuffee, known as Captain Sambo, is credited as having killed Nanny in 1733 during one of the many and bloody engagements of the war. The war itself lasted from 1720 until a truce was declared in 1739; Cudjoe, one of Nanny's brothers and a leader during the Maroon War, was the driving force behind the treaty. After Nanny's death, many of the Windward Maroons moved across the island to the more sparsely inhabited Western side of Jamaica. Even after Nanny's death she is still remembered today for her accomplishments and a modern portrait of herself has been printed on the \$500 note.

The infographic includes a \$500 Jamaican banknote on the left, featuring a portrait of Nanny de Maroon and the text 'BANK OF JAMAICA', 'FIVE HUNDRED DOLLARS', and '18246'. On the right is a modern portrait of Nanny de Maroon wearing a headwrap with a green and white pattern. The background of the infographic is the Jamaican flag.

## Year 9: Introduction to Dickens

Students have been studying Dickens' writing and using his writing to inform their own creative descriptions and persuasive letters.

### Covenant Obazee

English: Persuasion of speech

Madam: To whom it may concern,

I'm writing to you to express my deep frustration of the lack of awareness and extreme ignorance presented by many UK citizens. The reason why I'm stating this to you is the fact that there is not a diverse representation of black history <sup>much</sup> as other cultures and white history. Seeing is that Britain is very multi-cultural and includes many different traditions and lifestyles, it's frustrating to see the inaccurate portrayal of POC community. It's undeniable that we do integrate bits and pieces of other histories like slavery, madam genocide etc. However, it's obvious that these lessons show only the negative sides of Black people which is very saddening.

Referring back to my previous statements, UK citizens who are predominantly white middle aged males have been fighting against BLM movement with their prejudicial tweets and derogatory news. I feel that these glibly opinion people have a black people as due to lack of education about other races all the way back to primary schools. I've never seen fully grown adults act and behave in a preposterous manner, and ~~it's~~ quite frankly it's horrifying. Furthermore, the way the police handle it also shows their lack of respect, etc.

Ministry of Justice!

In my lifetime, I have seen many heinous acts and have experienced racism - the events but never did I imagine my grand mother fighting and dying with BLM peaceful protesters about something that should not be a punishable which is equality. Every individual's privilege denied by situations may have been in because they don't get shot dead for running a matter fact BREATHING. See as far as the current society of state + education, I strongly believe that it should be mandatory that children of all ages and races learn more about black history especially from young. I'm sure this should help squash the persistent views, and stereotypes children develop throughout the life. Not only would this stop the issue of racism AND colourism, it would also help black people a better yet POC.

May children be deprived of learning about their race, religion, history and culture. It seems that slowly our race is being ERASED. It's best to start now, because racism has gotten worse during this COVID period and was blown largely out of proportion.

Kind regards,  
Covenant Obazee

Minister for Women and Equalities – The Rt Hon Elizabeth Truss MP,

It has come to my attention in these times of racial injustice for the black community there is still a gap within the community. Despite the Black Lives Matter movement offering a voice and demanding change, a factor beyond the colour of one's skin is causing many black lives to feel disregarded, that factor being their sexuality. Black LGBT+ members often feel as if they are not recognised and represented within the Black Lives Matter movement or even as far as feeling as if they must "pick a side" between the black and LGBT+ communities.

"Our skin colour is the very thing that makes white folks hate us and when we turn around we can't even talk to our black brothers and sisters because they feel the same way about us based on who we sleep with or how we identify – and that's a huge problem." (Black Trans Lives Matter – BBC THREE 2020). Why are these people being made to feel this way?

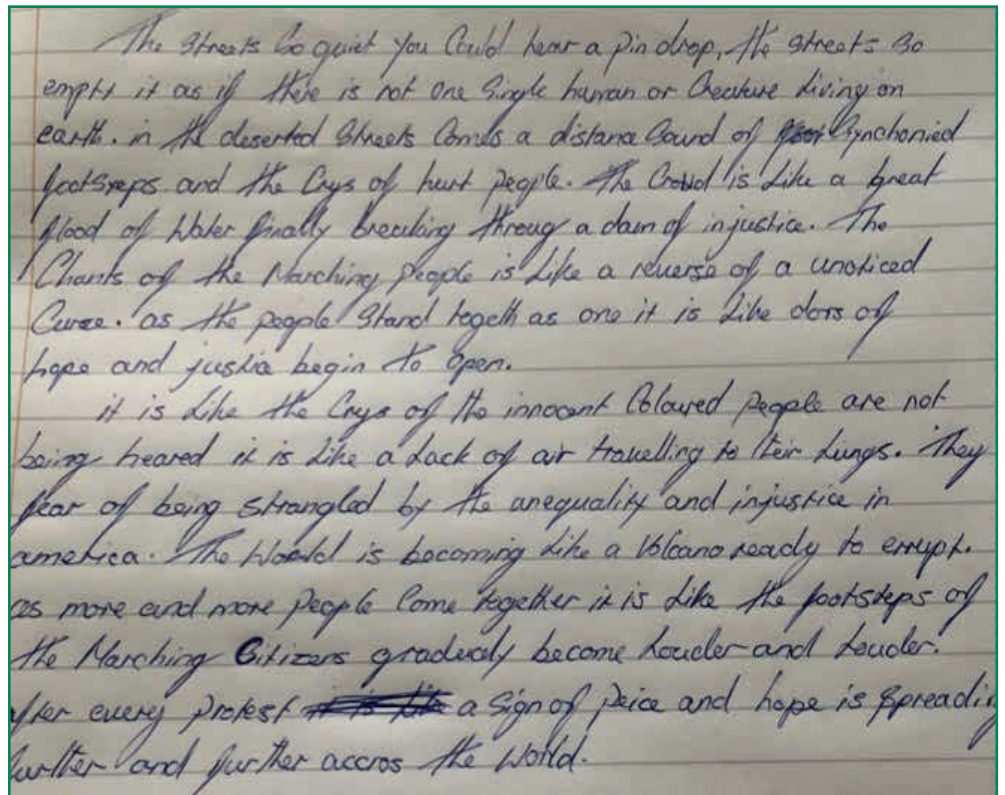
Many are selective over which black lives matter, but why? Black and LGBT lives have both been oppressed and failed by the system **globally**, and closer to home, racism within the Conservative party as far back as 1964 and Section 28 introduced in 1988 which "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship". So we have seen how LGBT and the black community were (and still) are oppressed, but what is the issue when supporting those from both communities?

From my own experience I have witnessed homophobia within the black community and LGBT+ members being disregarded by their black brothers and sisters, there is a noticeable gap in a lack of acknowledgement for LGBT+ in the community, but simply asking for change and education would not be enough. Homophobia is abundant in many religions and communities, that alone makes equality for LGBT+ lives feel impossible.

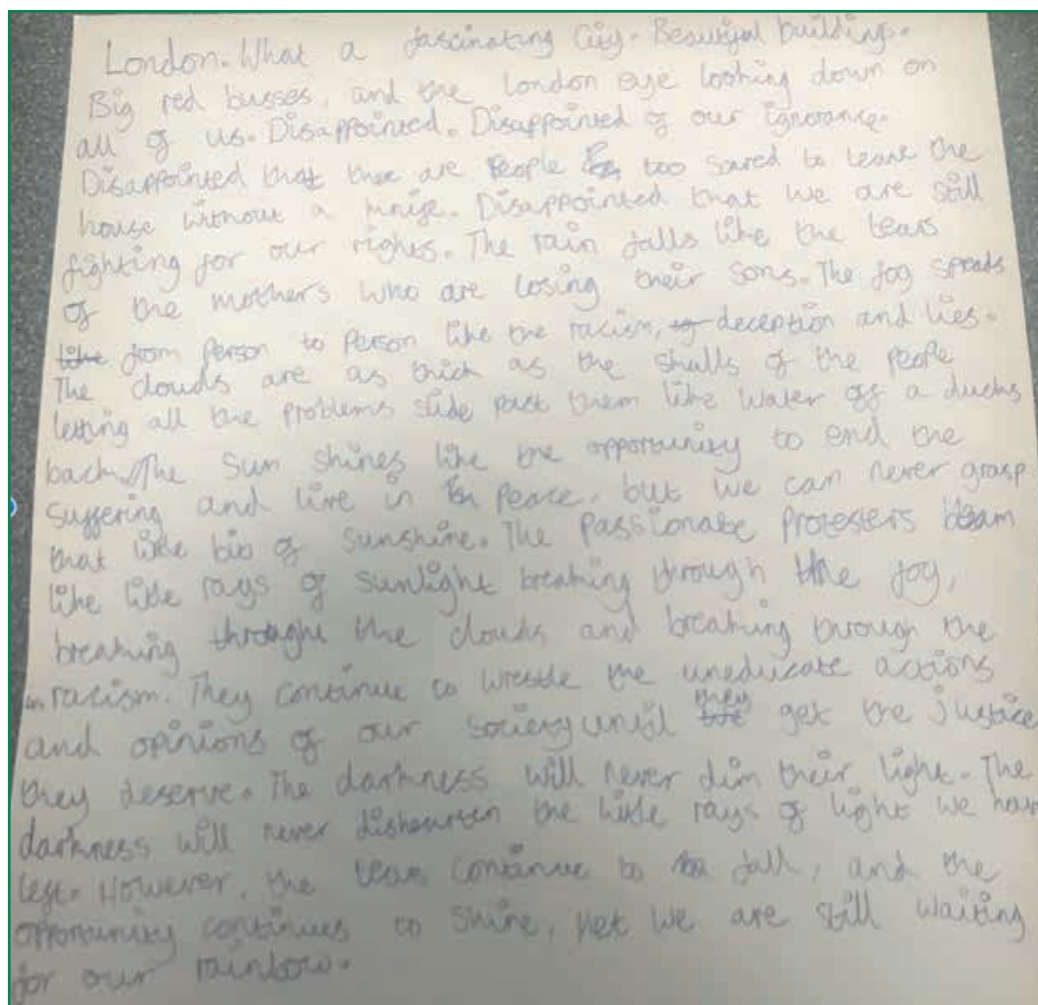
So will we continue to be selective over which black lives matter?

Kind regards,  
Indigo

Nikeira Burley-Fearon



Nina Turner



Olivia Smeaton-Couzens

Sir/Madam,

I assume you are aware of the current events happening in the world. Covid-19 has brought a halt to life as we formerly knew it, affecting education, businesses and the economy. We have been at home for months, and it is all people are talking about. However, I am not here today to talk about this virus. I am here to talk about a much bigger virus: one rooted into us, passed down generation after generation; one that latches into our brain and warps our perceptions, causing us to make unjust decisions: this virus is known as racism.

On May 25, 2020, George Floyd was murdered in broad daylight by police officer Derek Chauvin. His death sparked worldwide outrage, and the Black Lives Matter movement began. Protests happened – and are happening – across the world, in most countries, cities and states. However, George Floyd wasn't the only black citizen who was wrongly killed by the police. Breonna Taylor, Ahmaud Arbery and many other black lives were taken despite innocence. This shows the racism within the police force, along with police brutality.

I have never personally experienced police brutality, as I am a white, British woman, and therefore privileged. But I have seen what is going on; we all have. So, am writing this letter to you today to call for something that would end these unjust deaths and provide a better solution to the brutality people are faced with. That solution would be defunding the police.

Why defund the police? If you are not already convinced that there is a problem after hearing about the countless, innocent lives taken by the police, then I suggest you keep reading. In 2019, 1098 people were killed by cops in America. There were only 27 days of the year where police didn't kill anyone. That

is 7% of the days in 2019. Unfortunately, most of these murders were not charged. 99% of the time, police aren't charged, let alone convicted for the murders they commit. If we can't trust the police, who do we turn to?

The average training for cops in America is around 880 hours, or 22 weeks. To put this into perspective, to become a massage therapist you need 1000 hours of training. To become an electrician, you need 4000 hours of training. As we have been seeing, police do not get enough training. To make things worse, after these 880 hours, police in America are granted access to tasers, tear gas, batons, rubber bullets, guns, knives and many other dangerous weapons. It makes you wonder, do some police join the profession as a way of using these weapons? Do they want to be able to do this without consequence? It is like children playing with toys, but instead of children it is the force we trust to protect us, and instead of toys it is weapons that can inflict fatal injuries.

America spends \$10 B annually on the police. This would be enough money to end homelessness, end hunger and provide free college for everyone. But, if we defunded the police, who would replace them? The idea of a police force has been rooted into society, and we can't imagine life without it. However, there are many practical, superior replacements: unarmed mediation and intervention teams; decriminalization of many nonviolent crimes; real mental healthcare; social workers. Some people argue that it would be absurd to live in a society without weapon-carrying, violent police. To counter this argument, the main causes of crime are poverty, alcohol/drug abuse and mental health problems. If there were people able to help those most vulnerable before they made the decision to commit crimes, we wouldn't need a police force.

To conclude, I believe defunding the police is the only way we can finally put an end to this brutality and killing of innocent black lives. I hope you can agree with me on most, or at least some, of my points.

Yours sincerely,  
Olivia SC

## **Katrina Lin**

Dear sir/madam

I am writing to you today to suggest about the actions of police in America today, yes a police officer. What were your imaginations/ thoughts of a police when you were young? Were they people that wore black/navy uniforms with lots of tags on them and had a duty belt around their waist, with lots of things hanging/in it such as a handcuff, handgun and a radio? When you saw a police officer on the street patrolling, did you feel their power and strength which had given you a sense of security, like your parents had given you? Well all of this isn't the case now in America.

It is clear to everybody that the whole world is now in the situation of lockdown where everyone is stuck at home and self-isolating with family or alone. You may have heard about the case of George Floyd in America, which has happened last month on May 25th 2020. Where a 46 year old man, George Floyd, was killed in Minneapolis, Minnesota, during an arrest for allegedly using a counterfeit bill. A police officer, Derek Chauvin, knelt on Floyd's neck whilst he was handcuffed and had on cheek facing on the floor, he knelt there for nine minutes, whilst Floyd had repeatedly said " I can't breathe, I can't breathe" he had ignored it. Could you believe that the people that may have once given you that sense of security, which had made you feel safe just like your parents had been looking after you since you were born, would ever act like this?

Since the case of George Floyd, many people have done protests of called the "black lives matter" movement, many of these protests were peaceful but some were not. These police are out of control, they have got the impunity to do all types of things to the crowd (of protesters) whether they were peacefully protesting or not. They've driven an sport utility vehicle into a crowd, tossed journalists to the ground and pepper sprayed them, beaten people with batons and even blinded a woman in one eye. The figures tell a clear story that (some) polices in America are now heartless, hostile and a harmful

group of people who has now killed, or was in their care when they have dies: 1348 people. Some might argue that they are doing the right things to keep everyone safe from COVID-19 but it's not the right way to clear people off the streets.

In conclusion I believe that the actions of the polices in America is not right because everyone has a right to life.

Katrina Lin

## **Maria de la Lama**

Dear Sir/Madam,

I am writing to you in an attempt to spread awareness about racism and to make sure people know what they need to do in order to make racism vanish. We can't let racism be a problem in this world. It's just wrong.

I believe we all know how horrendous and wrong racism is in general. Racism means that people of colour are not able to live their lives without fearing what others might think about them and how people might act towards their race. Racism means that people of colour have to be worried about going somewhere like a supermarket, because they don't know if they will be welcome, and they don't know if the people there might think they are dangerous. Did you know that a policeman is 8 times more likely to stop and search a black man than a white man? I mean, do you really think that is reasonable? Do you REALLY think this should be happening?

Stories that show just how horrible racism is are stories like that of George Floyd: On May 25, 2020, George Floyd, a 46-year-old black man, was killed in Minneapolis, Minnesota, during an arrest for allegedly using a counterfeit bill. Derek Chauvin, a white police officer, knelt on Floyd's neck for almost nine minutes while Floyd was handcuffed and lying face down, begging for his life and repeatedly saying "I can't breathe". A second and third officer further restrained Floyd while a fourth prevented bystanders from intervening. During the final three minutes Floyd was motionless and had no pulse while Chauvin ignored onlookers' pleas to remove his knee, which he did not do until medics told him to.

This story can paint the picture very clearly. Racism is disgraceful, old, and prevalent. It is a problem. People of ethnic minority, or anyone, shouldn't experience this treatment just because of their skin colour. Hate crimes due to racism have doubled since 2013. I mean, is that even normal? I believe very strongly that something needs to be done so that communities, the education system and the government will realise that they need to help to stop racism. They have to realise that racism is wrong, and that they should not be allowing citizens to be as cruel as they are.

Firstly, let me talk about the education system. Education needs to be changed so that we can be taught about something other than British and American history in our schools. Children deserve to know about the past, and we deserve to have all of the information so that we can act on it and help change the world. Another thing which is worth mentioning is the fact that when you talk to a British senior about colonialism, they deny the fact that enslavement was a part of it. Do you want to know why this happens? Because schools don't teach us the whole story. They don't tell us the full version, and they leave out all of the racism and cruelty. The first step to stopping racism and teaching children the whole story is taking full responsibility as a nation of our past. We have to accept that what happened is in the past and we cannot avoid or change it, but we need to make sure that we know that it is never too late to change, and we can still fight racism together.

Secondly, I believe that as a nation, we need to be more careful about who we choose to represent our country. We need to be careful about who we vote for and we need to make sure that we elect someone who cares about every citizen. Someone who will not be racist and will not discriminate. We need to Stop, Look and Listen. We need to be mindful of who is leading our government and our community. We need to be careful, and make sure the person we elect is respectful and kind towards EVERYONE.

In conclusion, we are still very far away from being a world free of racism, and we definitely won't make racism disappear in a day. However, if we take small steps, they will lead us to huge achievements. If we really get to a point where racism is in the past, we will have earned something which we all deserve:

Peace.  
Yours faithfully,  
Maria de la Lama

**Wiktor Cislo**

Northcliffe House  
2 Derry Street  
Kensington  
London, W8 5TT

Dear Sir/Madam,

I am writing to you in an attempt to spread and increase awareness about racism in general and what we all as a nation need to do to make sure that this immense problem disappears.

I believe we both by now know what the horrendous issue in general, racism is. It means people of colour can't spend their lives without being worried about their friends and family just because they are seen as below others. It means that when they go to places which are essential to their lives for example, a shop and they see a policeman they are more than 8 times more likely to be stopped and searched by them. Can you imagine that?

A story you might have heard about is from 2017. Stormzy a very popular rapper, especially in the United Kingdom, had his door kicked down and his house raided in Chelsea by police, just because someone reported him trying to burgle the house. The answer to why this was done was because the neighbours saw the colour of his skin and by no means am, I saying that these people were racist but this is the perfect example of borderline racist attitudes as many people don't expect a person of colour to be successful.

The figures paint the picture very clearly. Racism is an old, long and prevalent problem. People of ethnic minority or anyone in this world shouldn't experience this treatment and at this point it doesn't surprise me that hate crimes have doubled since 2013. Something needs to be done with communities, education and the people governing our country.

Firstly, education needs to be changed so that people from other ethnic backgrounds other than British and countries are taught about. Also, an important point I have is that when being taught or speaking to someone British about colonialism they deny the tragedies and enslavement that came with it. This needs to stop now. The first step towards making sure that people are educated about racism is taking full responsibility as a nation of your past and accepting what happened and not trying to twist into a different story.

Secondly, we as a nation have the power to choose who represents us and makes the decisions about our country. I am 14 years old and though I can't vote I already have a clear view of who out of our leaders are racist. We need Stop, Look and Listen. Go on the internet and you can find a handful in just the first minute where our own Prime Minister Boris Johnson has discriminated and been racist towards people of ethnic minorities. This is unacceptable. We need to choose our leaders carefully and choose those who will accept and respect all members of our nation no matter their ethnic background and colour of their skin.

In conclusion, we are still very far way from a nation where racism isn't present and we won't achieve this short term but small steps lead towards a huge achievement and if we do get there our nation will achieve a high which we all fully deserve.

Yours Faithfully,

Wiktor

**Malaika Haider**

Dear Sir/Madam

Today I have something truly upsetting to address. What is this you may ask. Racial discrimination. But before I begin, I want you to think about how you see the black/Asian minority. What's your real thoughts? Not what people want you to think. Even after we are told we are equal, we all know we are not. The constant speeches telling me that we are all equal, but who are these speeches really for. Are they for their own benefit, or is it to actually help our minority from the suffrage the pain, the lies that we have experienced. I am also here to say, BLM is not a trend, it is not something we can just hop on because it gets us more recognition. It is a time for everyone to come together. I don't care if you are black, white, Asian, green, blue, purple whatever you are, we all need to fight together to get what the world needs. What does the world need you may think? We need equality and peace. Not the built in idea that there is equality and peace. The never-ending war between our races must come to an end, both leaving winners, we are all equal, we are all the same.

Racial discrimination. You may be shocked, or you may not. Ask yourself this, " how many times have you felt scared when a group of black people walked towards you on the street because you thought they were going to hurt you? ". Now ask yourself " how many times have you felt scared when a group of white people walked towards you on the street because you thought they were going to hurt you?". Don't lie, because I guarantee, we already know the answer. I am a victim to racial profiling. That's right, as young as 14, we are still racially profiled. When we go home from school and being asked to stop and search your school bag because there might be something inside, but watch a white school student walk past without being stopped who might have something. Our skin colour shouldn't be a shield. It should be a uniform showing we are all the same. I bet you didn't know that in the U.S black men receive 19.1% longer sentence than a white male for the exact same crime. How disgusting is that, that the colour of your skin determines your life. Did you know that if a person of colour and a white person went for a job interview with the exact same grades and qualifications, the white person is more likely to get the job. This to me, is disgusting, disrespectful, and straight up rude.

This causes more impact than you think. The mental pain and distress this can cause. The fact that people are scared to step out of their own homes because they are afraid to be stopped or in some cases shot for the way they look. I'm sure you have heard about the death of innocent man George Floyd may he rest in peace. " I cant breathe ". " I cant breathe ". " I cant breathe ". These words are more than his final words. These words describe the oppression of the black and Asian community. The world is polluted with racial discrimination that all we breathe in, is discrimination. This bad air is affecting our lungs, our lives, our minds. In NYC 88% of police stops involved people of the black community. Now let me tell you that 70% of those people were innocent. I bet you didn't know that the U.S police arrested a man for no reason except for the fact that he " looked like someone they are looking for ". The man constantly asked for the police to check his ID but still didn't e even give him a chance to help himself. Guess who this man was. FBI. The video went viral. But being viral doesn't get the word out. You like and scroll, the most you can do is repost, but who would care about one video. Protests, they started off violent right? They were heard. But they were told to protest peacefully so of course these kind souls fighting for an issue still went out of their way to make these people happy. What happened when they sat down shouting " No justice No peace"? Tear gas. This monstrosity makes me feel sick and no one is acknowledging it except for those who want a voice.

You may be thinking, what can we even do to fix this, what can the government do? Well I'm here to tell you they do not control your mind and what you believe in. The power to change this is running in our



veins. The power to change this is sitting in our heads waiting for good use. The perfect end to this war, is in us.

Your sincerely,  
Malaika Haider

## Year 12

### Elijah Usidamen

Dear Secretary of State,

In advance, I would like to discuss the changes that are needed and that I would like to see happen in the music industry. My name is Elijah Usidamen. I am a student expressing my views of the music industry. I would like to share some thoughts with you in this letter about the music industry about what is right and about what is wrong.

In the world right now we are facing a pandemic which is racism and that the inequalities that are in the world and especially in the music industry which needs to be removed from the music industry. This week a musician called Alexandra Burke has come out and said that the music industry told her to bleach her skin and I think this horrible image towards the music industry that racism is still happening in this generation which needs to change.

People are already protesting for change against the inequalities that still exist in our society because Alexandra Burke was told to bleach her skin and told not to wear braids to appeal to a white audience which I think its needs to stop complete because she can appeal to all audiences but the music industry say because she black she won't achieve but if she white she will achieve but I believe that is completely foolish and unfair towards the black community who what to be singers and rappers and this need to change so that the music industry is not racist and it's more fair and equal to everyone.

The music industry needs to deal better with black artists, black run companies and should have taken more black executives because of the need to give these people a chance and they don't benefit it financial and these need to change for the greater good for the music industry by stop being racist and give the black community a chance in the music industry and they be treated equally and paid equally as everyone has different gifts and this would be worth doing because it will benefit the music industry ten times better because I believe in the power of the black culture to bring people together and hopefully the music industry to change and unify and work towards an industry free from racism, injustice, discrimination and inequality.

The positives of the music industry are the ability to show off your talent and your ability to do things that people love about music and I think there negatives out way the positives unless there is a chance that there will be no more discrimination and racism in the music industry because people like Stormzy and Alexandra Burke have experienced this and other black artists have experienced this and this is a sign for change that's why protesting is happening so that the world can be a more fair, equal and racist free and that are black people have a chance and the ethic entries and together everyone should tackle racial inequalities and social injustice in society.

Secretary of State, I hope this letter has served a purpose and has given you an insight into the change that needs to happen in the music industry that I would to see happen

Thank you very much for taking the time to read this letter.

Yours Sincerely,  
Elijah Usidamen.

*Ms J Smith and the English Department*

## MUSIC: ALBUM COVER DESIGN CHALLENGE

Year 7 and 8 have been working hard to design album covers. After looking at the history behind album covers and some famous examples from the last 50 years students then had to produce their own. This started with them creating their own solo artist or band persona and then building a concept for their album cover that was eye-catching, original and represented their music. The standard of work was very high and here are a few of the finished covers.

### Year 7



Che Liston Lazarides



Alice Withey



Lara Sharpington



Lyra Skinner

Summing up the pressure of the current situation regarding racism across the world and how people are felling – especially in the UK. The J.A.M Stands for Jayden’s awesome music. The album is called Ghost which reflects how things are invisible but always present.



I have used a black background with silver paint splatters as a background. On top I have painted a burnt out British flag with J.A.M Nation written as a paper collage cut-out. The album name is written in the style of a child – in bright neon green. The size is 12 x 12 inch.

Jayden Amin



Lorina Kurowska

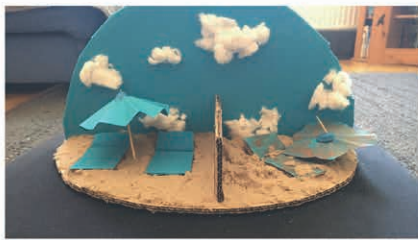
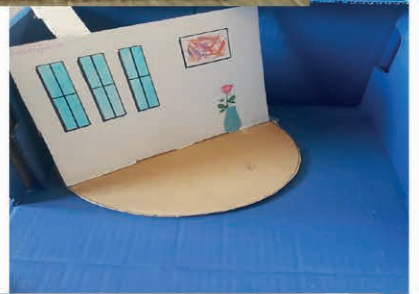


Jessie Turner

## DRAMA

Students have continued to produce outstanding work in drama from costume and set design to directorial decisions and script writing to evaluating performance. I am so PROUD of you all. I would like to shout out the following students for demonstrating the PROUD values this term- well done!

	YEAR 7		YEAR 8		YEAR 9
Rajwa	Abdulaziz	Arthur	Abusch	Edward	Andree
Afran	Abrar	Safiya	Ahmed	Sofia	Andrzejewska
Jerry	Athymaritis	Eryk	Ajdinovski	Wiktor	Cislo
Noam	Atzmon	Grace	Allen	Romilly	Davis
Alfie-Louise	Baird	Jayden	Amin	Maria	De La Lama
Marcus	Bego	Hannah	Anderson	Jess	Dempster
Elisa	Bellas	Yash	Babla	Maia	Ganesh
Oskar	Bellingham	Lauren	Barker	Eliza	Goulborn
Molly	Boyle	Danny	Barlow	William	Hackwell
Oscar	Brent	Florence	Bazeley	Malaika	Haider
Thomas	Butler	Tinashe	Bimha	Holly	Hawkins
Max	Cowley	Olivia	Brinton	Andrew	lordache
Zion	Cummings	Jake	Brookes	Lucy	Keenoy
Khaira	De Souza	Lyra	Clarke	Thea	Kern
Tehya	De Souza	Roza	Dzieciol	Gabriela	Kolczynska
Mia	Demetriou-Kerr	Basma	El Yamlahi	Ivana	Kuzmanoska
Alana	Dias	Alex	Fitzpatrick	Karoline	Lanuza
Jessica	Fletcher Rogers	Leila	Gashi	Katrina	Lin
Amber	Gallagher	Cassidy	Gattegno	Alexander	McDonagh
Bailey	Gascoyne	Floyd	Gillbe	Johanna	Nicholson
Hugo	Goulborn	Patrycja	Gromczynska	Aleksandr	Oakley
Teddy	Hackwell	Josie	Hallett	Covenant	Obazee
Elliott	Hall	Sofia	Ivanova Elvira	Benjamin	Powell-Howard
Edward	Hartley	Dorothy	Johns	Lara	Rizzolo Blackman
Melissa	Iborra	Eloise	Jollands	Joseph	Sharpington
Elliott	Johnston	Cerys	Kaniuk	Bethia	Turner
Ria	Jordan Clarke	Charlotte	Kelly		
Aran	Kennedy	Farah	Kennedy		
Harrison	Kern	Daisy	Knights		
Phoebe	Keusch	Lorina	Kurowska		
Zofia	Kopyto	Nicole	Kwiecien		
Aze Maya	Koyupinar	Charles	MacDonald Williams		YEAR 10
Lilly	Lowe	Florencia	Mattei	Lucy	Mann
Rani	Mahmood	Isabel	Morris	Mia	Tharia
Joseph	Mangham	Sonny	Neath		
Lily	McKee	Aine	OKane		
Hamnah	Mohamed	Daniel	Painter		
Emaan	Mohsin	Felix	Papa		
Naima	Mrisho-Hunt	Leia	Paridjanian		
Belle	Muchmore	Charlie	Parsons		
Katie	Oliver	Shaylan	Patel		
Elvie	Paterson-Martin	Ishraq	Patwary		
Evandro	Pereira	Nicholas	Pissutti		
Danae	Perez-Murata	Wiktoria	Powietrzynska		
Rhys	Peto	Olivia	Ray		
Sasha	Rog	Maximilian	Reynolds		
Ava	Rokita	Sophia	Shade		
Tiago	Romallo-Salvi	Charlotte	Sutton		
Nina	Serrant	Koko	Tatsuta-Holmes		
Jacob	Sharpington	Daisy	Thistleton-Smith		
Lara	Sharpington	Jessie	Turner		
Joshua	Simon	Raheem	Valimahomed		
Lyra	Skinner	James	Wong		
Stella	Spenceley	Anouk	Zappa		
Rosa	Stern	Tania	Zia		
Oscar	Swann				
Jagoda	Szkup				
Jemima	Timlin				
Toby	Tredray				
Alice	Withey				
Umma	Zukanovic				



School badge sketch+design:



(Terry)

the school uniform will be a dark colour.

This is because this play is quite dark in a way with the death.

His uniform should be a slighter darker shade from other's to resemble his death.

I gave Terry the uniform because I think that it would fit him the best and would sort of add a bit of mystery to it.

Costume designs:

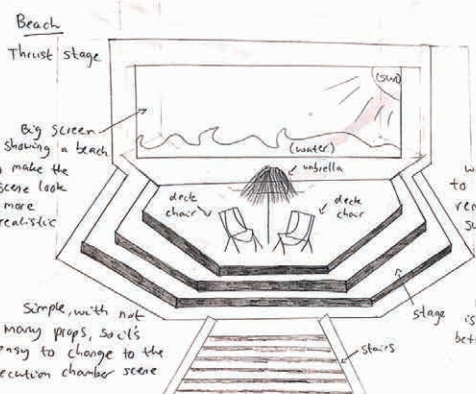
School uniform + ordinary clothes

(sammy)



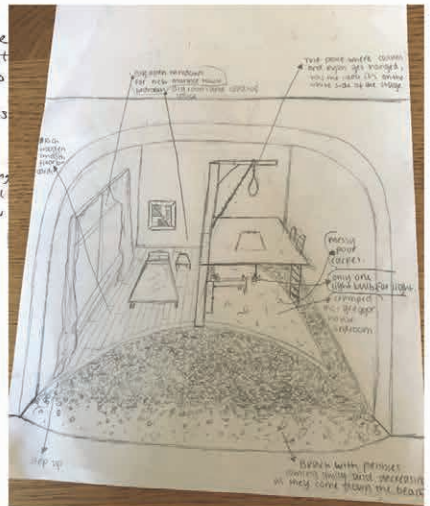
I gave this outfit to sammy because the style and colour which will be white, grey and maybe blue resemble innocence.

I gave him this sense of innocence because that's the sort of character he portrays



Simple, with not moving props, so it's easy to change to the reception chamber scene

Everything is central better view



There is the announcement the Boris Johnson made shown telling people to stay at home.

(The real voices of my family are played (just for the first bit) and you hear their voices while the pictures are being shown)

(It is very dark with scenes of hospitals and abandoned places everywhere)

Yazmin: shocking.....yeah.... they told me what happened. ....no not good.

Christopher: thinks) I think I've been, at the beginning it's quiet exciting because like you know it's a bit of an adventure, it's, it's a horrible thing that was happening but there was an excitement to it. (pause)um

Sara: erm...yeah it just feels like a challenging time .... for the Whole country.....Uncertain.

(Christopher and Yazmin are now having a conversation around a table as they live in the same house)

Christopher: We.. we think we've had had Covid well we think ...so we think (person) had it had COVID um... and (person) yeah and I think if they had it then surely we all had it because I don't I can't imagine how we didn't. (T on didn't is slightly emphasised) But we didn't show any symptoms the rest of us, the other 3 of us (breath) Um so we think we did, we didn't know for sure um.. we haven't had any tests or anything.

Yazmin: Yes.. I think I've ....I think I've had the virus but not..with any ...well not badly like cause Mac and Guneet had it but then I think that, I think that I didn't have it badly.. which is lucky. (breath) But it still felt challenging even without it all.

Christopher: I'd say it was challenging, yes, well confusing because it feels like we don't know what's happening (pause) um (kissed teeth in thought). There's just too many uncertainties. .... A lot of things about COVID that I'm I'm and I think there's lots of things about why it happened and(pause) why the world is the way it is um and why it's spread in the way it did and why people are suffering more than others and (breath) so lots of questions like about that as well.

### **Maria de la Lama- 'Quarantine'**

**Interviewer:** These people have been in quarantine for 3 months (*pause*). There is a virus going around. (*suspenseful*) A dangerous one... no one knows if they have, no one knows if they will have, some know if they've had it.

These three people have agreed to talk to us, and we are going to hear what quarantine is like from them...

**Interviewer:** So, tell me, who are you with during quarantine?

(*Lights go off, a Fresnel Spot white light shines on the first character (Jesus) who is on one of the three mini stages. Jesus is sitting on his desk.*)

**Jesus:** I am with my children and my wife.

*(Lights go off again, a Fresnel Spot white light now shines on the second character (Daniel) who is on another of the three mini stages. Daniel is sitting on a sofa. He is halfway through watching a movie, so his answers aren't particularly long.)*

**Daniel:** I am with my sister and my parents.

*(lights go off once again. The Fresnel Spot light shines on the third character now (Mireia), who is on the third mini stage. Mireia is sitting on a chair.)*

**Mireia:** I am with my husband and my... my two children.

*(Lights go off. A floodlight shines on the Interviewer now, who is standing on the main stage.)*

**Interviewer:** What is something entertaining you have been doing?

*(Same concept as before(with the lights))*

**Jesus:** Well, we've been doing a lot of cycling... Richmond Park is not very far, and I love going there and seeing deer... and fawns.

*(Lights on Daniel now)*

**Daniel:** *(pause)* I've been reading... and... and playing PS4.

*(Lights on Mireia)*

**Mireia:** Uhm, something entertaining... well, I start-... I mean I opened a cake business – home-made cakes business. I thought about it a lot and I decided that I wanted a change in my life, a professional change in my life, and I decided to start a cake business. It's been very fun, because I love to make cakes!

Eliza Goulborn- DRAMA: VERBATIM THEATRE

***(All 3 people are equally spaced apart (a 2m measuring tape stretched between them), looking into the audience)***

**"Boris Johnson is urging people to act "safely and sensibly" on Saturday when lockdown is eased in England. Many businesses - including restaurants, pubs, hairdressers and cinemas - will be allowed to open their doors for the first time since March." (BBC news)**

***Hugo (12) leans against his bedroom wall, fiddling with a post-it note in his hand.***

**Hugo:** So far lockdown has been... fine, I guess. *(shrugs)* I think it should last until, like... September, because, erm, I don't really think that it will, like, be... safe for people to go outside until then, cause, erm, there's not really a cure for it.

**Voiceover:** "There are a significant number of studies under way into potential treatments for Covid-19. And some progress has been made in the search for effective medicines."  
(BBC news)

**Over a video chat, Maria (14) is doing her online schoolwork after watching a live lesson.**

**Maria:** I agree- it's been ok, like at the beginning it was fine, but like now you realise how much you just want to go outside, like it's been so long you know? Yeah, if finding a cure goes as planned, then hopefully by like October or November- just to make sure.

**Peter (45) is sitting on a sofa.**

**Peter:** It's not been too bad actually. Erm, it's supposedly coming to an end, erm, possibly in the next month or two. I've been keeping myself entertained by just playing more videogames, and, erm, just watching more TV and talking with family. Hugo's birthday was just last week, so that was fun, although, erm, it probably would have been better out of lockdown.

**(Hugo walks over to join Peter on the sofa)**

## GEOGRAPHY DEPARTMENT

### YEAR 9 STARTING GCSE GEOGRAPHY:

This week Year 9 students started their GCSE options in live lessons. We were extremely pleased that so many students joined their first lesson for GCSE geography and loved all of the contributions that they made, well done! We look forward to next week for the second lesson. If you weren't able to make the first lesson, please find the recording on Teams and catch up before next week.

### INSPIRATIONAL GEOGRAPHER:

To celebrate some fantastic geographers around the world, every newsletter we will feature an inspirational geographer. This week we have...



## Inspirational Geographers

**Christopher Jackson:**



Christopher Jackson grew up in a working-class family in Derby to Caribbean immigrant parents, attending a local state school before studying Geology and attaining a PhD at the University of Manchester. His day-to-day role involves undertaking research in how the Earth's crust deforms, and how sediment is transported across and preserved within ancient landscapes. He also teaches students, at undergraduate and postgraduate level, how to apply this knowledge to the exploration for and production of hydrocarbons. He has worked in the energy industry, and is now a lecturer of Earth Science at Imperial College. He has won many awards and has featured on the TV programme Expedition Volcano.



You may have seen Chris Jackson on the TV recently in the show 'Expedition Volcano'. In the show Chris and a team of other earth scientists investigate Mount Nyiragongo, one of the most dangerous volcanoes in the world, in the Democratic Republic of Congo. They also visit the volcano Nyamulagira, one of the most active yet least explored volcanoes on the planet! Although the show is no longer available for viewing on BBC iPlayer, you can watch some short clips here: <https://www.bbc.co.uk/programmes/b09hv9g1>

Chris works in earth sciences, and although earth sciences are much more than just earthquakes and volcanoes, these are an exciting part of it! Did you know that the UK experiences earthquakes regularly, but they are so small we just don't feel them? This website shows you earthquakes in the UK in the last 50 days!

The screenshot shows the British Geological Survey website. The main heading is "Earthquakes around the British Isles in the last 50 days". Below the heading, it says "Last updated: Tue, 07 Jul 2020 08:40:00 (UTC)". The text explains that the list contains information about background, tectonic earthquake activity in and around the British Isles, and that seismic events induced by human activities are in a separate list. It also notes that locations and magnitudes may change as events are re-analysed and revised. A table lists three recent earthquakes:

Date	Time (UTC)	Lat	Lon	Depth (km)	Mag	Int	Region	Comment
2020/07/04	13:37:30.1	55.925	-4.349	3	1.2		BEARSDEN, E DUNB'SHIRE	
2020/07/01	04:21:21.1	56.214	-6.035	10	1.7		MULL, ARGYLL & BUTE	OFFSHORE LOCATION
2020/06/26	06:11:07.8	51.549	-2.922	22	1.1		GOLDCLIFF, NEWPORT	

[https://earthquakes.bgs.ac.uk/earthquakes/recent\\_uk\\_events.html](https://earthquakes.bgs.ac.uk/earthquakes/recent_uk_events.html)

In fact, the National Earthquake Information Center (NEIC) in USA records an average of 20,000 earthquakes every year (about 50 a day) around the world. There are, however, millions of earthquakes estimated to occur every year that are too weak to be recorded.

The more we learn about earthquakes and tectonic activity, arguably the less risk there is to people, however there are still earthquakes that can be extremely devastating. This is often a result of human factors, such as densely populated areas, poor infrastructure and higher rates of poverty, meaning that perhaps we need to reconsider our use of the term 'natural' disasters. As the saying goes, 'earthquakes don't kill people, buildings do'. Although in some cases, the power of nature is too strong to protect against, such as the devastating Japan earthquake and tsunami in 2011.

To hear more about Chris' work as an earth scientist watch this video!

<https://www.youtube.com/watch?v=SRGFRdb7mGY>



## THE EXPLORATORIUM WEBSITE:

Located in San Francisco, California, the Exploratorium is a public learning laboratory exploring the world through science, art, and human perception. Our mission is to create inquiry-based experiences that transform learning worldwide. Their vision is a world where people think for themselves and can confidently ask questions, question answers, and understand the world around them.

They have created tools and experiences that help you to become an active explorer: hundreds of explore-for-yourself exhibits, **a website with over 35,000 pages of content, film screenings, evening art and science events for adults, plus much more.**

You can use the website to help you carry out experiments at home to help you discover the world around you! Some examples below:

**Tinkering** is an active, hands-on approach to discovering the richness and depth of the world around you—and it lends itself perfectly to the home environment, using materials and tools you might already have to explore every-day phenomena in surprising ways. There is a huge collection of resources to get started.

### Atmosphere



**Fog Chamber**  
Clouds form when invisible water vapor in the air cools enough to form tiny droplets of liquid water.



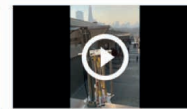
**Building Toward Resilience**  
How do artists approach the problem of sea level rise?



**Common Sensing**  
In this Lab and Lunch recording, historian Paul Edwards and artist Rosten Woo discuss how we use data to understand the impacts of climate change.



**Throwback: Monitoring Climate Change**  
Find out what it takes to monitor climate



**Art Meets Science**  
Listen to the haunting melody of this



**What Causes San Francisco Fog?**  
Why are San Francisco summers so foggy?

### Oceans and Water



**World Ocean Day Resources**  
by *Mazy Miller* - June 8, 2020  
Explore more ocean and Bay resources and activities.



**Share Your Shore**  
by *Mazy Miller* - June 8, 2020  
The Exploratorium is inviting people to upload their shoreline photos.



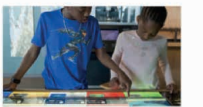
**The Climate Music Project**  
Tune in to the sound of climate change in this performance of data-driven music and sonifications.



**Building Toward Resilience**  
How do artists approach the problem of sea level rise?



**Common Sensing**  
In this Lab and Lunch recording, historian Paul Edwards and artist Rosten Woo discuss how we use data to understand the impacts of climate change.



**Mapping Migrations**  
Scientific data reveals the migration habits of marine animals.

### Environmental Science



**World Ocean Day Resources**  
by *Mazy Miller* - June 8, 2020  
Explore more ocean and Bay resources and activities.



**Share Your Shore**  
by *Mazy Miller* - June 8, 2020  
The Exploratorium is inviting people to upload their shoreline photos.



**The Climate Music Project**  
Climate is an original composition by Erik Ian Walker, created in collaboration with TheClimateMusicProject.



**Building Toward Resilience**  
How do artists approach the problem of sea level rise?



**Shaky Sediments - Science Snack Activity**  
This Snack models ground failure in a phenomenon called liquefaction. See what



**Throwback: Monitoring Climate Change**  
Find out what it takes to monitor climate change.

Science Snacks are hands-on, teacher-tested activities that bring explorations of natural phenomena into the classroom and home. Each activity uses inexpensive, easily-available materials, offers detailed instructions and images, provides a clear explanation of what's going on, and is adaptable to a wide range of curricula, content areas, grade levels, and settings.

Perhaps these could inspire some summer projects - if you do use any of them, be sure to send us photos! Website can be found here: <https://www.exploratorium.edu/>

**Ms Robinson**  
**Geography Teacher**

## Snacks from A-Z

A B C D E E G H I J K L M N O P Q R S I U V W X Y Z [See all](#)



### A Little Atmosphere

Use a little bit of math to make a bonus accessory for your globe of the earth—an atmosphere, to scale.



### A Splash of Color

What color is water? Look through a clear tube to find out.

## A MESSAGE FROM MR FRASER FOR NEW YEAR 7 FAMILIES - SEPT 2020

In the last few weeks I have thoroughly enjoyed making a start with Chestnut Grove's newest year group, and some of the work that has been handed in on Teams is phenomenal! There have been hundreds of pieces of work submitted, which shows that Year 6 are already fully committing themselves to secondary school life.

Thanks to all the students and parents who have shown such enthusiasm with the CGA Diploma, and patience with getting to know Teams - I know that it can't have been easy but it will all be worth it. There is still plenty of time for students to work towards their first 100 PROUD points, so please keep looking at the new assignments and take any time you need over the summer holidays to show us your creativity.

Finally, I really hope that all our new starters have enjoyed their final few days as primary school students. It is a real shame that students have had a slightly strange summer term, but I am sure that everyone has made the most of it and has reflected on all their happy memories of their primary school years. We are looking forward to welcoming you all to our school in September, so make sure you take a well-earned break so you are refreshed and ready to get started here.

See you soon!

**Mr Fraser**  
**RSL Year 7 September 2020**



## HEAD'S COMMENDATIONS

Headteacher's commendations are given for students demonstrating the PROUD ethos, either through behaviour or exceptional pieces of work. Any student can be nominated by their teacher. Students who receive a commendation get a certificate from the Headteacher and also receive 100 Proud Points. The following students have received commendations in the past fortnight:

### Science

Rosa Stern  
Alice Withey  
Elvie Paterson-Martin

### Health

Teo Giles

### History

Nami Ramos

### Drama

Oskar Bellingham  
Zion Cummings  
Khaira De Souza  
Tehya De Souza  
Bailey Gascoyne  
Hugo Goulborn

Aran Kennedy  
Phoebe Keusch  
Lilly Lowe  
Nina Serrant  
Lara Sharpington  
Lyra Skinner  
Arthur Abusch  
Eryk Ajdinovski  
Hannah Anderson  
Danny Barlow  
Tinashe Bimha  
Jake Brookes  
Basma El Yamlahi  
Charlotte Kelly  
Lorina Kurowska  
Sonny Neath  
Sophia Shade  
Jessie Turner  
Sofia Andrzejewska

Maria De La Lama  
Eliza Goulborn  
Lucy Keenoy  
Ivana Kuzmanoska  
Alexander McDonagh  
Johanna Nicholson  
Aleksandr Oakley  
Benjamin Powell-Howard  
Joseph Sharpington  
Bethia Turner

## YEAR 7

As we come towards the end of the term, it is a good time to reflect on the term that was and the accomplishments and resilience that Year 7 have shown. Each newsletter it is a joy to read of all the successes and see examples of amazing work and outcomes. Normally it would be a perk of my job to be able to pop into classrooms and see excellent work first hand and talk to pupils and teachers in their classrooms, so, I hope like you, I look forward to the newsletter as an opportunity to see the diversity, creativity and determination displayed by so many of our students each week.

As an example of this, today I have been shown a set of Year 7 Lockdown Poetry Anthologies that demonstrate this perfectly. They have been a joy to read and I know that tutors will be posting and sharing them within your tutor group chat pages. Please do take the time to look over these.

This week has been a mini assessment week on Teams and I hope that Year 7 have enjoyed the opportunity to look over their previous work and revisit ideas learnt during the time we have been in lockdown. When I look over my own classes, I am impressed by the range of content and depth of understanding students have shown and I hope you have used this time to feel very PROUD of all you have achieved over the last few weeks.

Next week has two important events;

Firstly on Monday, subjects will be uploading their summer reading and work projects. I would really encourage all families to engage fully with this opportunity. Not only to build on the hard work put in this term, but to create a firm foundation for study as we return to school in September.

Secondly, we have been really pleased that so many families took up the offer of the face to face tutor group meetings taking place next Monday to Wednesday. If you completed the survey, you will have been allocated a place for one of these sessions and I know the tutors are really looking forward to meeting with you. I am also really looking forward to seeing everyone. Please read the e-mail that was sent carefully. This has both the date and the arrival time for the session.

Finally, I do wish you all a safe and restful summer. Take care and we look forward to the whole year group returning in September.

**Mr D Collins,**

*Acting Raising Standards Leader Year 7, Assistant Head*

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## YEAR 8

As we come to the end of this extraordinary academic year, I can categorically state that I am hugely looking forward to some sort of normal in September and seeing your children again. In the meantime, I am thankful that I will have the opportunity to see a lot of the year group in the face to face tutor sessions that are happening in the final week of term.

I have been amazed and awed by the personal strength and resilience that so many of our children have demonstrated; moving house, having siblings be born, internet issues, lack of computers, illness of friends and loved ones, and bereavement are just some of the concerns that students and families have faced over the past months. Even with the physical space between us, I have still felt connected to the

year group through the use of Teams, the wonderful chat function and more recently, the live lessons.

I wish all of you a very peaceful and tranquil holiday and look forward to seeing you all in September.

**Ms K Striesow**

*Raising Standards Leader Year 8*

## YEAR 9

### End of Year 9!

We find ourselves at the end of Year 9, of KS3 and a year no one will forget! When speaking to parents over the last few weeks, it has been affirming to hear that we've managed to do a lot right in supporting your child's education with of course, lessons still being learnt. I would, perhaps for one of the last times, thank you for adding 'online teacher' to your repertoire over the last few months. To our students as well, never in the history of the education system has such independence and responsibility been thrust on those of this age and I massively appreciate your efforts. As I said early on, you haven't been '*working at home*' you've been '*at home, during a crisis, trying to work*'.

### September

I know from the phone calls and emails I have been receiving that you are all looking for some guidance and certainty on what September will bring, especially as our year group begin an essential year for their GCSEs. The Department for Education have released guidance on the reopening of schools and I know the implementation of this is now being planned. It will not be business as usual so please keep an eye on your inboxes for how this will work.

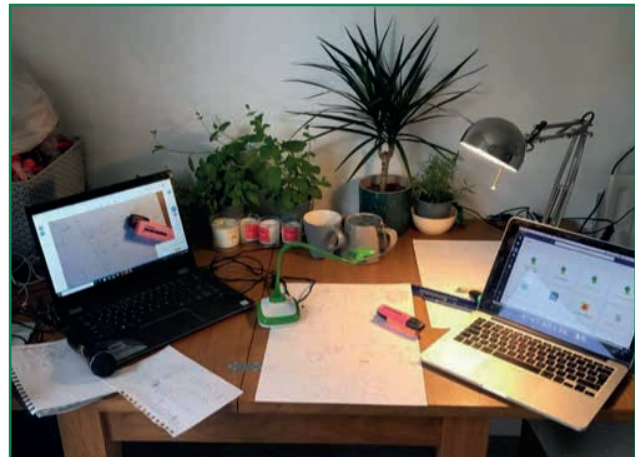
Moreover I must express that after the tragic case of teenager Ismail Mohamed Abdulwahab in late March, I am thankful that our year group community has not been more directly affected by Covid-19 and that we will hopefully see everyone safe and well in September.

### Option Teams

The specific options teams have now launched for Year 9 and will support their transition into GCSE subjects. Whilst still under development, it is likely that our use of this learning platform will be a permanent feature. Thus these options teams will likely be important going forward over the next two years.



*An online lesson being streamed at school for keyworker students*



*Live lessons from a teacher's perspective!*

## A Goodbye

We sadly say goodbye to Ms Buchanan at the end of the year. Ms Buchanan has been the tutor for Blake since Year 7 and worked with the year group as a Science teacher and G+T coordinator. I have been moved by the number of parents who've made contact to share their appreciation and I know she will be greatly missed!



**Mr D O'Keeffe**

*Raising Standards Leader Year 9*

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## YEAR 10

### Reasons to be cheerful:

As we approach the end of the school year, I wanted to leave you all with a few reasons to be cheerful after what has been a very difficult time for so many within our school community:

1. Summer is well and truly here and it looks like we're going to have a sunny one. I hope this helps to refresh our post-lockdown bodies with Vitamin D and also allows us to socially engage more safely with those we have missed over the last few months.
2. Year 10s have continued to make progress throughout the period of lockdown. We are now at 81% attendance for our in school program and all students who are unable to attend have been supported by an attached member of staff and through communication with their subject teachers.
3. I was very clear with students during their Health lessons that the most important thing for them to do to maintain progress is to continue with online work during the weeks where they are coming in to school as this will make up the vast majority of their learning. I'm really pleased to say that Year 10's submission has remained stable in spite of their increased time in school, showing that they have taken this message seriously.
4. Ofqual, the exams regulator, has begun to engage with teachers to seek to find a workable and sensible answer to the questions around exams. Teachers across the country have been asked to urgently get back to Ofqual about their proposals and many of the staff at CGA, myself included, have done so. Whilst I wouldn't want to pre-judge any policy change, I'm really happy that this has happened and I feel that the general thrust of what they are trying to achieve is positive, even if some of the details need ironing out. I think we should all feel positive that a consensus is being sought on these issues that will be hugely important to Year 11 students next year as this gives us all the best chance of moving forward successfully.
5. On a personal level, I'm thrilled that I will be sticking with my current year group as RSL in to Year 11 to support them in overcoming any challenges they may face ahead of their GCSE exams. I really look forward to working with you all in ensuring that your children make the best progress they possibly can whilst ensuring that they feel cared for and supported through the most important year of their school lives.

I'd like to also take the time to thank Mr Coulson for all that he's done to support Kahlo and wish him well in his new role. I'm sure all parents will be thrilled to know that Kahlo will benefit from being supported by Mr Tobin who brings with him vast experience in supporting Year 11 students and a whole host of amazing tutoring skills. I would like to publicly welcoming him to our TEAM! I would also like to thank Ms Ryley for all of her work with Kapoor and wish her well in her new role supporting a Year 7 group. Ms Minall will continue to tutor 11 Kapoor.

As ever, feel free to get in touch about any questions that you have or support that you need, either with your child's tutor or directly to me.

**Mr G Bedford**

*Raising Standards Leader Year 9*

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## YEAR 11

### Message to all my parents

Hopefully by now you and your child would have had an opportunity to watch the graduation film we made to mark the day when their graduation and boat party would have taken place. Like me, I'm sure you felt the film to be bitter sweet - so many happy memories mixed with a feeling of sadness. Having spoken to several students since then, the general positive attitude has been impressive but it's ok to not be ok, so please allow your child to feel frustrated or low at times and do your best to spoil them over the summer - They deserve it!

If you have yet to see the film, let me take this opportunity to share with you that having seen your child through to the end of their secondary school years, I am now departing for a school closer to home in Brighton. I wanted to thank you all for being supportive of your child and Chestnut Grove over the last five years. It has often been the case that warm and supportive messages from parents turned feelings of exhaustion into triumph. Having been a student, a parent and a teacher of Chestnut Grove I will never lose the connection that we have all forged over the years. This community is one of a kind and it's the parents that make that happen. I have been honoured to work with your children over these years and to see them blossom into the brilliant young adults they now are has been incredibly rewarding. It is without a doubt that no matter where the journey leads I will never forget this year group.

### A message for 11 Blake

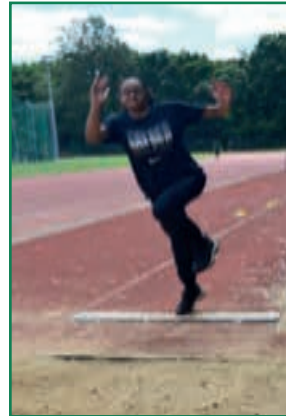
It has been a pleasure to be the tutor of 11 Blake for 3 years, seeing them all develop and grow into positive young people. This year more than ever has been a challenge for all of them. I look back to the successful sports day and found some pictures which perfectly represent the journey the tutor group has been on.



We started the race towards the GCSE exams with confidence and enthusiasm



We battled through with determination and resilience when the pressure was on and students became hard.



With the changes that have happened we are jumping into a new future where we know that the skills we have developed during our time at Chestnut Grove will enable us all to be successful.

Congratulations once again to all of Year 11 but especially Blake, I wish all the best in your future endeavours.

**Mr Tobin**  
**Tutor – 11 Blake**

## Resources on Teams

Ms Verber has and will continue to post very useful resources on Teams regarding careers and support for higher education. Please encourage your child to use these, there are a rich variety that will ensure something for everyone.

## Leavers Hoodies

A reminder from me that all hoodies should now have been collected. These are available in the school office. If you have yet to collect your hoodie, not a worry but please ensure you pick it up before the

end of term, or I'll be tempted to take them with me!

### **Information for Sixth Form students in September**

You will receive information in the near future regarding the process for returning back to the Sixth Form in September. As you can imagine, this will be easier to draw up once the government has firm guidance on how schools can safely open up to all students. As you may know, this week the government have made proposals for this, but this will inevitably go through consultation with education leaders and unions leading to alterations and amendments. Please bear with us at this time but be prepared for information in the coming weeks.

Lastly, to all my year group, have a great summer, find a focus, keep in touch and **TAKE CONTROL OF YOUR FUTURE** (I couldn't not add that ).

**Mr B McCarthy**

*Raising Standards Leader Year 11*

## Wemyss Foundation backs CGA Sixth Formers with financial support

Since 2017- 2018, the Sixth Form has worked in partnership with a local foundation which seeks to provide financial support to state school students seeking to take up university places at top Russell Group universities.

The Wemyss Foundation is a Charitable Incorporated Organisation established in 2016 to assist young people by making grants and awards to students in education. Its objective is to remove financial barriers for children from low income backgrounds, and others, offering them the opportunity to achieve their potential via post-secondary education.

Grants awarded act not only as a 'hand-up' but also provide recognition of the student's commitment thus far. Funds are solely discretionary and the trustees always make the final decision on awarding a grant to a student. Strict financial eligibility criteria ensures that support targets those considered most deserving and those who have displayed a real commitment to education, evidence of personal merit and a desire to benefit the community.

I am delighted to announce that three CGA Year 13 sixth formers - Sonia Zia (Head Student), Sabirin Jimaale and Safiyyah Lane (both student leaders) - were nominated and have now been successfully awarded bursaries and grants to help pay their university undergraduate tuition fees. The amounts awarded are generous:

Student:	Degree Course:	Institution:	Award:
Sonia	Spanish & Beginners' German	Brasenose College, University of Oxford	50% tuition fees
Sabirin	History	University of Bristol	50% tuition fees
Safiyyah	Development Studies	SOAS, University of London	£2000.00 grant

As you can see, these awards are sizeable and in many ways life-changing for our students. What they provide is a financial buffer to allow each student to fulfill their potential and to submerge themselves in their university experience.

On behalf of the Sixth Form, and the wider school community, I wish to congratulate these three young women on their awards and thank them for their continued positivity, engagement, commitment and contribution. They remain fantastic role models for the rest of the student body and they shine as a beacon of light for what is possible with a bit of grit and determination. Each student has overcome significant obstacles in their educational journey. Each student has experienced setbacks and has shown remarkable resilience, and each deserves our appreciation for their hard work, their intellectual curiosity and their desire to challenge social injustice and prejudice of all kinds.

Congratulations once again Sonia, Sabirin and Safiyyah!

**Very PROUD of you.**

## **Year 12 Higher Education Channel now available on MS Teams**

I can now confirm that I have established a Year 12 Higher Education Channel on Teams and will be posting relevant materials there to help with the process of applying to university.

Please do encourage Year 12 students to check regularly for updates, PowerPoints and supporting CEAIG to make the application process run that bit smoother.

## **Year 11 into Year 12 Induction and Transition Work available on the school's website**

May I remind all returning Year 11 students and their families that induction and transition work is now available on our school's website to support and guide students over both the next two weeks and the summer holiday.

<https://www.chestnutgrove.wandsworth.sch.uk/sixth-form/sixth-form-induction-for-2020-entry>

<https://www.chestnutgrove.wandsworth.sch.uk/sixth-form/transition-work-for-year-11-into-year-12>

I urge all Year 11 students and families to look carefully at each subject's specific tasks, syllabus and suggested reading lists so that they are ready to hit the ground running in September.

Our expectation is that Year 11 students will have engaged with this work and will have completed any set tasks ahead of beginning their course. In most cases, completed work should be submitted during the first week of official lessons in early September, unless instructed differently by the relevant Head of Department.

## **Year 11 into Year 12 Sixth Form enrolment interviews for September entry**

Just a reminder to all parents that you will hear from me over the next week about the date, time and location of your enrolment interview.

Please make sure that you know when it is, and that you contact us as instructed in the letter if you are unable to accompany your son/daughter to this appointment.

We will endeavor to reschedule if we know in advance, but may not be able to at very late notice.

***Mr J Taylor***

***Deputy Head/Head of Sixth form***